DOCUMENT RESUME

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ABSTRACT

This document addresses the concept of a year-round educational system (YRES) as an alternative schedule for education, the associated costs of an extended school year, the operational costs for single and multi-track YRES calendars, and the potential for the avoidance of capital costs in multi-track calendars. Topics include the reduction of class size with YRES, California's YRES incentive funding program and the state's interest in the year-round school concept, the programming of traditional and four-track YRES classes, YRES school capacity and combination classes, and ideas for getting American schools into year-round systems. Data concerning the state's estimated public school enrollment and spending for 1991-1993 are also presented. (GR)

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YOU'RE REALLY EFFICIENT and EFFECTIVE

DOES IT COST MORE?

- **Costs for Extended School Year**
- **Operational Costs for Single and Multi-track YRE Calendars**
- **Potential for the Avoidance of Capital Costs in Multi-track Calendars**

OXNARD SCHOOL DISTRICT
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YEAR-ROUND EDUCATION: DOES IT COST MORE?

- **Costs for Extended School Year**
- **Operational Costs for Single and Multi-track YRE Calendars**
- **Potential for the Avoidance of Capital Costs in Multi-track Calendars**

No other innovation has as much potential for improving education and reducing costs as the operation of our nation's schools year-round.

As we step into the 21st Century, we are finding a compelling need for reformed, restructured schools and for inspired, effective leadership to make them so. Lucy probably best set the needed educational transformation in motion when she asked **"On the cruise ship of life, Charlie Brown, which way is your deck chair facing?"** Charlie quickly replied: **"I don't know; I've never been able to get one unfolded."**

There has never been a more urgent time in our nation's history for bold, decisive leadership. The Charlie Browns of the world need to recognize that educational deck chairs can be opened and properly set in place.

> **We need change agents in charge of our schools, not preservers of entrenched interests and encrusted practices.**

I'd like to share an inspiring piece of American educational history which documents the creative ability of a teacher to produce order from chaos; he was one of our nation's great -- though unsung -- educators.

The archives of Somerset County, Pennsylvania include a diary written by an 18-year old gentleman who had been employed as a teacher in a rural, one-room school. His diary for November 4, 1897, the first day of the new school year, reads:

> **"I knew I had my hands full when I took this job. The school had history of problems. Eighteen teachers had quit. The last being struck in the head with a stove poker. I'm 18 years of age, some of the boys are bigger, and I'm sure, older than me. On my first morning, a disturbance happened in the back of the school. I stood on top of my desk and commanded three young men to sit. They cursed me and laughed. I pulled a revolver which was concealed under my coat, cocked the hammer, and stated with some authority, for them to sit down or we'll bury you in the school yard. They sat down! The school has settled down to business."**

For those familiar with the principles of Madeline Hunter's Clinical Instruction, this is what she calls an **"anticipatory set."**

THE SCHOOL CALENDAR: AN HISTORICAL PERSPECTIVE

We need to be reminded that, throughout American history, the school calendar has responded to the changing needs of the nation. The 9-month school calendar is not, as some believe, deeply embedded in the American educational system.

Prior to and through the 1800's, our urban centers, such as New York, Philadelphia, Boston, Baltimore, Chicago and Cincinnati, maintained schools for 11 to 12 months a year in response to the needs of a burgeoning immigrant population.

During the same period, rural schools generally operated for only 5 to 6 months -- often from November through March -- when weather was inclement and agricultural labor requirements were minimal.

By 1915, largely due to the onset of the Industrial Revolution, this disparity in urban and rural school calendars ended, and the 9-month calendar became the nation's standard.

The "Traditional School Year", as it is generally known today, has existed in virtually the same form for the last 75 years.

The powerful forces which have produced phenomenal innovation this past century in transportation, communication and information technology have, in large measure, by-passed our public schools.

The **"inertia of tradition"** must be credited for this lag.

A teacher from 1892 could step out of a Winslow Homer painting and feel right at home teaching in a 1992 classroom. What other business could remain in existence exactly the same way for 100 years? Without question, our schools have been more resistant to change than any other institution in our society.

Change in schools is like moving a cemetery: You move one body at a time!

No doubt about it, tradition has a powerful, well-entrenched constituency.

". . . and the reason we have summer vacation is so you can go home to help with the crops."

WHAT IS YEAR-ROUND EDUCATION?

Year-round education is an alternative **schedule** for learning; it is not an alternative **curriculum** for learning. Students attending a year-round school go to the same types of classes and receive the same amount of instruction -- generally 180 days per academic year -- as students attending traditional nine-month calendar schools. The year-round school calendar is organized into instructional blocks and vacation periods that are evenly distributed across a 12-month calendar year.

SINGLE-TRACK AND MULTI-TRACK CALENDARS

Year-round schools can be operated on either a "single-track" or multi-track" basis; however, it is only when the multi-track format is implemented that the capacity of the school can be increased.

A single-track system provides for the entire school population (that is, all students and teachers) to follow the same calendar with the same vacation periods. This means that, at any given time, all of the students and teachers are in school, or they are all on vacation. The school is typically closed during the vacation periods when neither the students nor teachers are present.

On a multi-track system, students and their teachers are grouped into different tracks, with staggered instructional blocks and vacation periods. While one track is on vacation, another track can use its space, thereby allowing for an increase in the capacity of the school. For example, depending on the actual calendar used, students and their teachers may be divided into four tracks. At any one time, three of these tracks, or three-quarters of the school's students/teachers, will be on vacation. As the capacity of a school site is increased on a multi-track system, there is the potential for corresponding facility-related cost efficiencies.

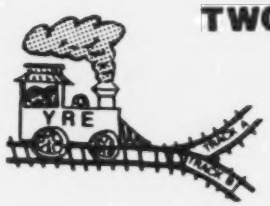
CONFIGURATIONS OF YEAR-ROUND EDUCATION

SINGLE TRACK

- Provides for a **180-day** (or longer) instructional year.
- Permits a multiple/modified vacation schedule.

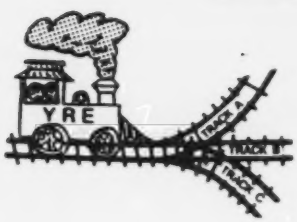
EXTENDED SCHOOL YEAR

- Lengthened from 180 instructional days not to exceed **247** instructional days. (**247** days remain after Saturdays, Sundays, Federal and California State holidays are subtracted from the 365 day calendar.)



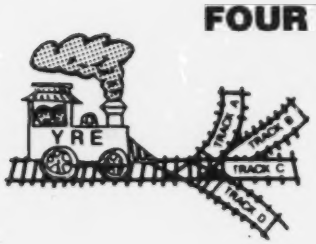
TWO TRACK

- Increases capacity by up to **100%**
- **Double/Half-day Session** program provided for 180 school days would require a shortened school day for each session.
- A **225-day** two track (double session) program may provide California-required cumulative annual instructional minutes.



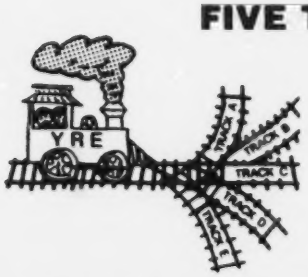
THREE TRACK

- Increases capacity by up to **50%**
- **Concept 6** and **Concept 6 Modified** Calendars generally limited to **163** instructional days lengthened to accommodate California-required cumulative annual instructional minutes.
- **Concept 6** offers **2** vacations/intersessions of approximately **41** days each.
- **Concept 6 Modified** offers **4** vacations/intersessions of approximately **20** days each.



FOUR TRACK

- Increases capacity up to **33%**
- **45/15, 60/20** and **90/30** Calendars provide for **180** days of instruction.
- **45/15** offers **4** vacations/intersessions of approximately **15** days each.
- **60/20** offers **3** vacations/intersessions of approximately **20** days each.
- **90/30** offers **2** vacations/intersessions of approximately **30** days each.



FIVE TRACK

- Increases capacity up to **25%**
- **60/15** Calendar may allow 197 days of instruction. Districts utilizing this calendar generally provide a 180-day instructional schedule per track with a common 3-week vacation for all tracks in the summer.
- **Orchard Plan Calendar** provides a common summer vacation month for teachers and students; students also receive **3** additional vacation/intersession breaks of 15 days each.

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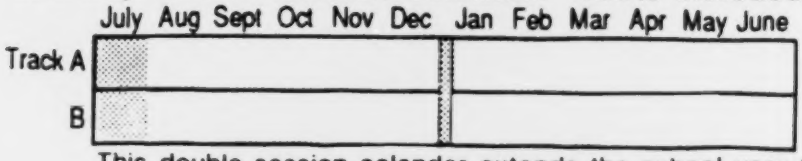
EXAMPLES OF YEAR-ROUND CALENDARS

TWO TRACKS

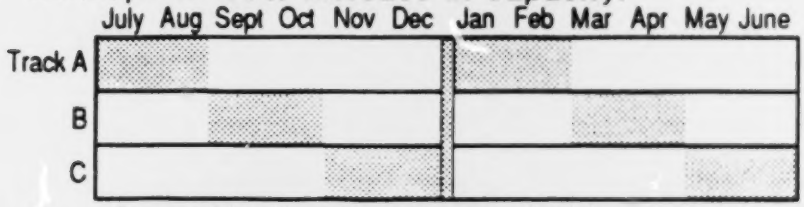
225-Day Double Session Calendar: 100% increase in capacity.



This double session calendar extends the school year to generate the required annual cumulative minutes of instruction.

THREE TRACKS

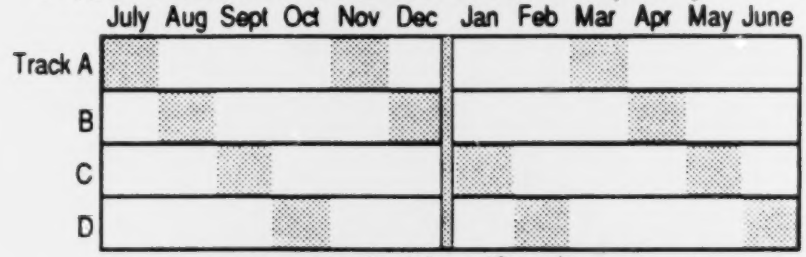
Concept 6: 50% increase in capacity.



Concept 6 has16 weeks on, 8 weeks off with longer school days to compensate for the 163-day school year.

FOUR TRACKS

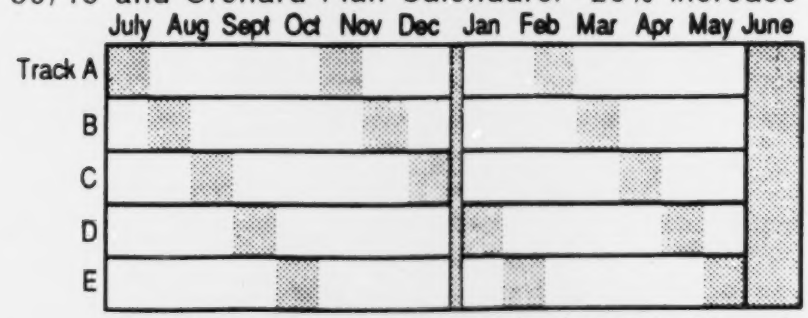
60/20 Calendar: 33% increase in capacity.



This example has 180 school days, 12 weeks on, 4 weeks off. The 90-30 Plan would have 18 weeks on, 6 weeks off while the 45-15 Plan has 9 weeks on, 3 weeks off.

FIVE TRACKS

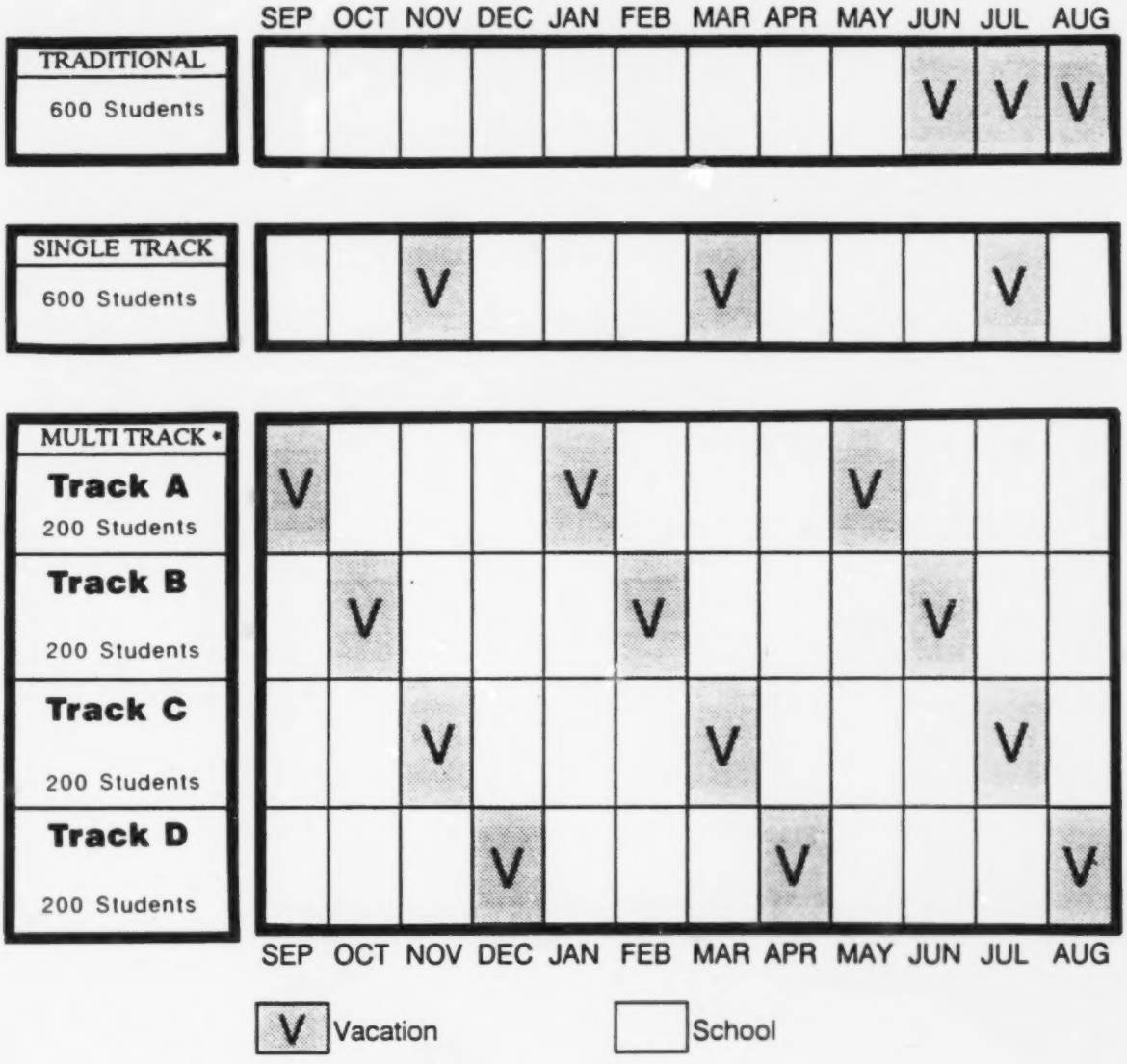
60/15 and Orchard Plan Calendars: 25% increase in capacity.



The 60/15 and Orchard Plan calendars have 12 weeks on, 3 weeks off with school closed for one month during the summer.

CALENDAR OPTIONS
Traditional, Single Track and Multi-track

(For a School Which Can Accommodate 600 Students at Any Time)



*For purposes of illustration: (1) a 60-20 calendar is presented with three 60-day/3-month instructional blocks each separated by 20-day/1-month vacation periods; (2) the single track calendar is Track C of the multi-track calendar, and (3) full capacity increases are indicated.

YRE CALENDARS IN USE IN THE UNITED STATES: 1992-93

NUMBER OF SCHOOLS WITH YRE CALENDARS 2,048

Number of single track schools 1,039

Number of multiple track schools 1,009

25 - 5 (3)

25 - 5	single track	3

30 - 5 (10)

30 - 5	single track	1
30 - 5	modified single track	9

30 - 10 (31)

30 - 10	single track	29
30 - 10	2 track	2

40 - 10 (1)

40 - 10	single track	1

45 - 10 (14)

45 - 10	single track	9
45 - 10	modified single track	5

45 - 15 (403)

45 - 15	single track	241
45 - 15	modified single track	26
45 - 15	2 track	8
45 - 15	3 track	5
45 - 15	modified 3 track	1
45 - 15	4 track	83
45 - 15	modified 4 track	37
45 - 15	5 track	2

60 - 15 (128)

60 - 15	single track	32
60 - 15	modified single track	2
60 - 15	2 track	2
60 - 15	3 track	1
60 - 15	modified 3 track	1
60 - 15	4 track	33
60 - 15	5 track	51
60 - 15	5 track (Orchard Plan)	4
60 - 15	modified 5 track	2

60 - 20 (565)

60 - 20	single track	93
60 - 20	modified single track	27
60 - 20	2 track	11
60 - 20	3 track	6
60 - 20	modified 3 track	1
60 - 20	4 track	411
60 - 20	modified 4 track	2
60 - 20	5 track	14

90 - 30 (639)

90 - 30	single track	442
90 - 30	3 track	2
90 - 30	4 track	192
90 - 30	modified 4 track	3

Concept 6 (132)

Concept 6	single track	1
Concept 6	modified single track	1
Concept 6	3 track	93
Concept 6	modified 3 track	37

Other (122)

Alternative calendar - 2 track	3
Continuous calendar/flexible all-year	30
Custom calendar single track	1
Custom calendar - 4 track	2
Extended year	15
Modified calendar - single track	48
Modified mountain calendar	2
Personalized year	11
Quinmester	8
Trimester	1
45-15/90-30	1

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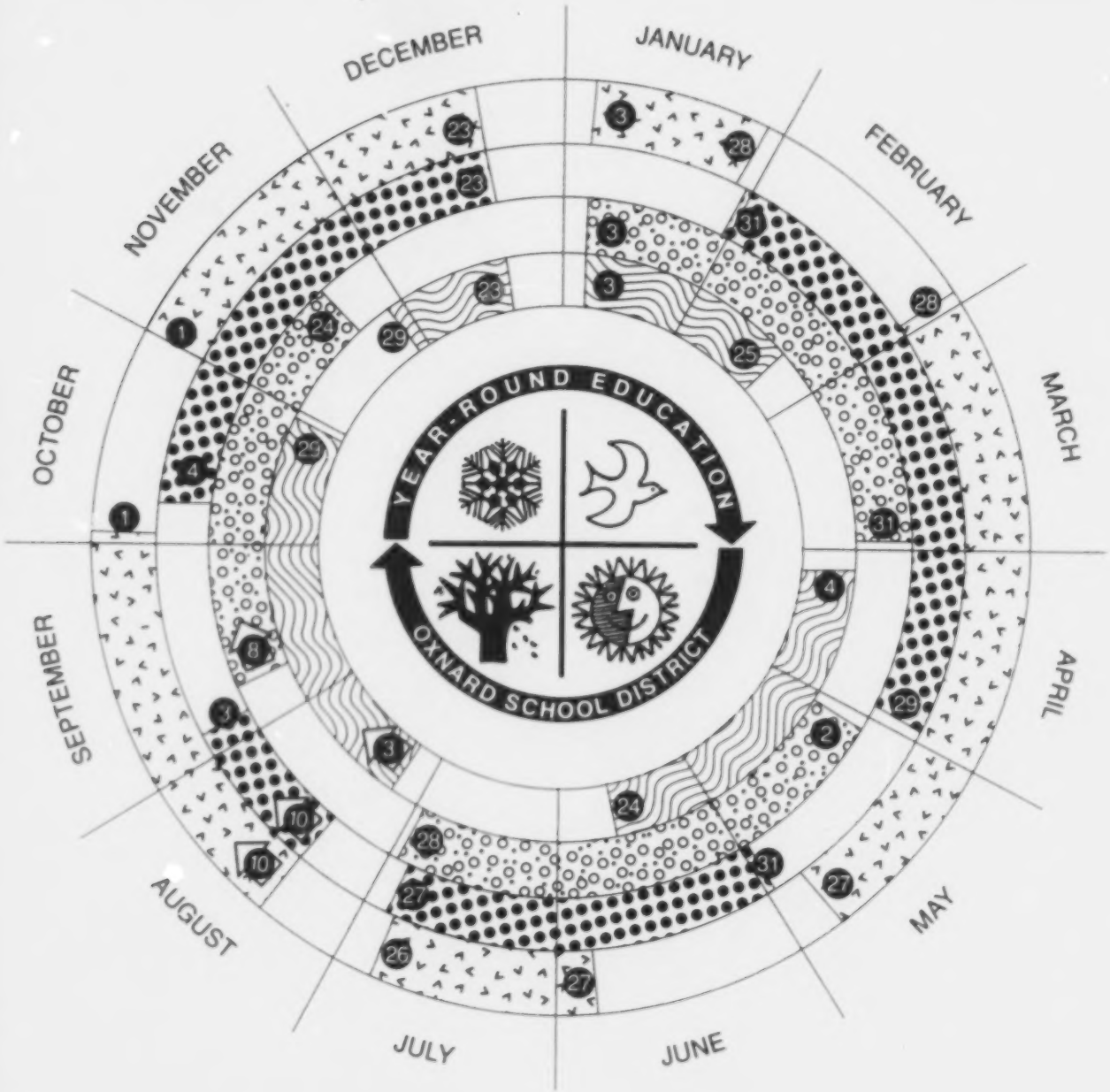
1993-94 SCHOOL YEAR CALENDAR



First Day of School

VACATIONS

YRE Track A	(July 29-Aug. 9)	(Oct. 2-Oct. 31)	(Dec. 24-Jan. 2)	(Jan. 29-Feb. 27)	(May 28-June 26)
YRE Track B	(July 30-Aug. 9)	(Sept. 4-Oct. 3)	(Dec. 24-Jan. 30)	(Apr. 30-May 30)	
YRE Track C	(July 31-Sept. 7)	(Nov. 25-Jan. 2)	(Apr. 1-May 1)		
YRE Track D	(June 26-Aug. 2)	(Oct. 30-Nov. 28)	(Dec. 24-Jan. 2)	(Feb. 26-Apr. 5)	

Parents, students and staff will be notified of any change in this calendar.

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OXNARD SCHOOL DISTRICT

SCHOOLS

Curren School
1101 North 'F' Street
Ms. Jamie French, Principal
485-3323

Driffill School
910 South 'E' Street
Mrs. Berta Perez, Principal
486-3563

Elm Street School
450 East Elm Street
Extended Learning Magnet School
483-4178, Renee Ripps, Learning Director

Fremont Intermediate School
1130 North 'M' Street
Dr. Connie Sharp, Principal
485-5900

Harrington School
2501 Gisler Avenue
Mr. Ron D'Incau, Principal
485-7574

Haydock Intermediate School
647 West Hill Street
Mr. Pete Nichols, Principal
483-2404

Kamala School
634 West Kamala Street
Mrs. Carolyn Banks, Principal
485-1153

Juanita School
224 North Juanita Avenue
Mr. Tony Zubia, Principal
483-2389

Lemonwood School
2200 Carnegie Court
Mr. Edmundo Chavez, Principal
487-7585

Marina West School
2501 Carob Street
Mr. Joe Ortiz, Principal
985-2844

McAuliffe School
Mr. Paul Kirk, Principal
3300 West Via Marina Avenue
984-0010

McKinna School
1611 South 'J' Street
Mr. John MacArthur, Principal
485-1171

Nueva Vista School
925 South 'A' Street
Mr. Richard Duarte
487-3918 Extension 410

Ritchen School
2200 Cabrillo Way
Mr. Ernest Morrison, Principal
981-9428

Rose Avenue School
220 South Driskill Avenue
Mr. Dennis Johnson, Principal
485-1991

Sierra Linda School
2201 Jasmine Avenue
Mrs. Mexie Duff, Principal
983-2280

DISTRICT OFFICE
1051 South 'A' Street

NORMAN R. BREKKE
Superintendent

BERNARD J. KORENSTEIN, Ed.D.
Assistant Superintendent
Educational Services

SANDRA J. HERRERA
Assistant Superintendent
Business and Fiscal Services

KENT PATTERSON
Assistant Superintendent
Personnel Services

1993-94 HOLIDAYS

September 6, 1993	Labor Day
November 12, 1993	Veterans Day
November 25-26, 1993	Thanksgiving Holidays
December 24-31, 1993	Winter Vacation
January 1, 1994	New Year's Holiday
January 17, 1994	Dr. Martin Luther King, Jr. Day
February 18, 1994	Lincoln Day
February 21, 1994	Washington Day
April 1, 1994	Spring Vacation
May 30, 1994	Memorial Day
July 4, 1994	Independence Day

1993-94 YEAR-ROUND VACATION SCHEDULE

YRE TRACK A

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
9		2	31		24	2	29	27		28	26	27

YRE TRACK B

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
9	4	3		24		30		30	30		28

YRE TRACK C

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
	7		25		2			1	1		29

YRE TRACK D

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
2		30	28	24	2	26		3		25	

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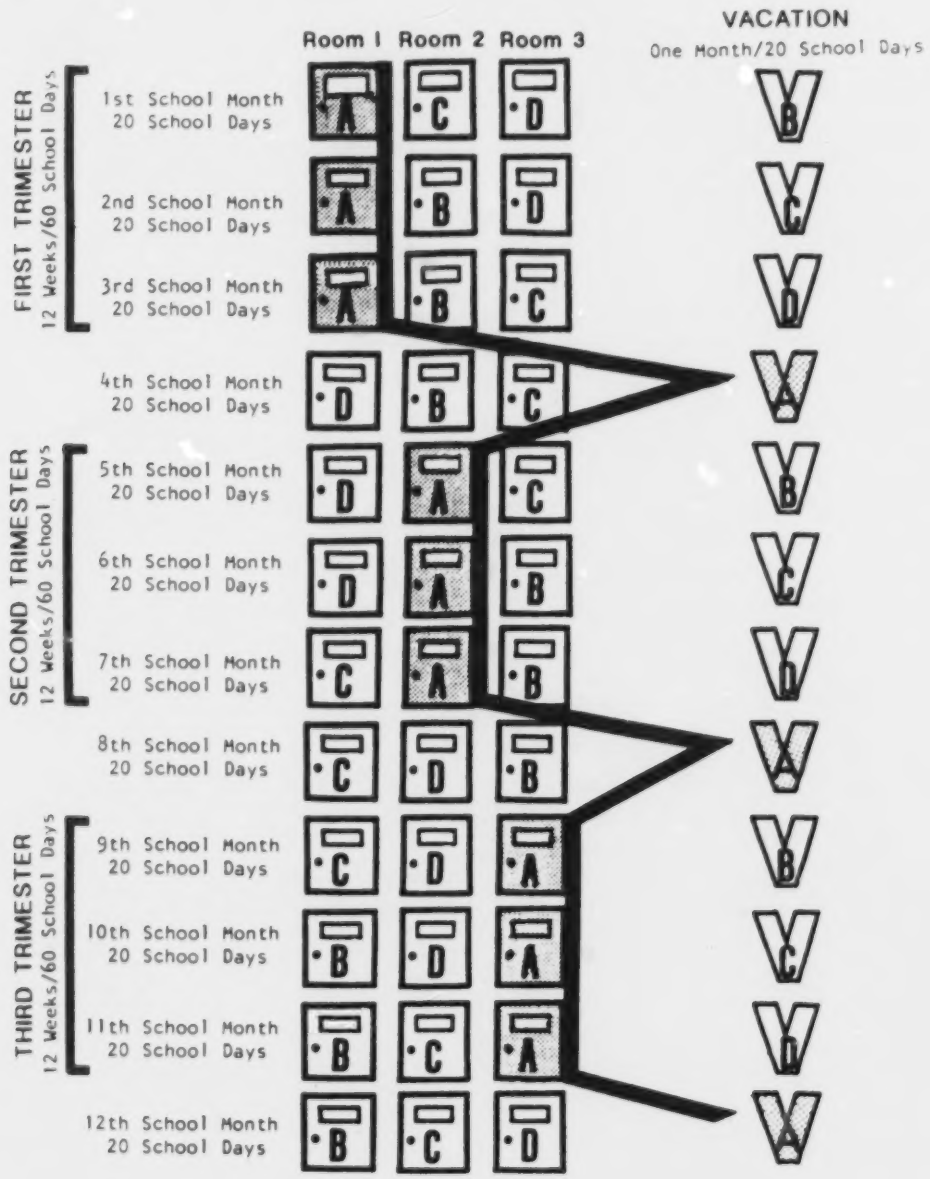
60/20 YRE CALENDAR

3 Classrooms Housing 4 Classes

A 60/20, four-track, YRE school can theoretically add 1/3 more students to a school building than would be possible in a traditional (September-June) calendar.

THE ROTATION SYSTEM

When 4 second-grade teachers and their classes, for example, share three classrooms, those classes rotate through 3 classrooms during a 12-month "school year." If Miss Smith and her Track A class began the school year in Room 1, as the illustration below indicates, her class would remain in that room for 3 months, then leave for a one-month vacation/intersession, return to Room 2 for 3 months, then leave for a one-month vacation/intersession, and would return to Room 3 to complete the school year.



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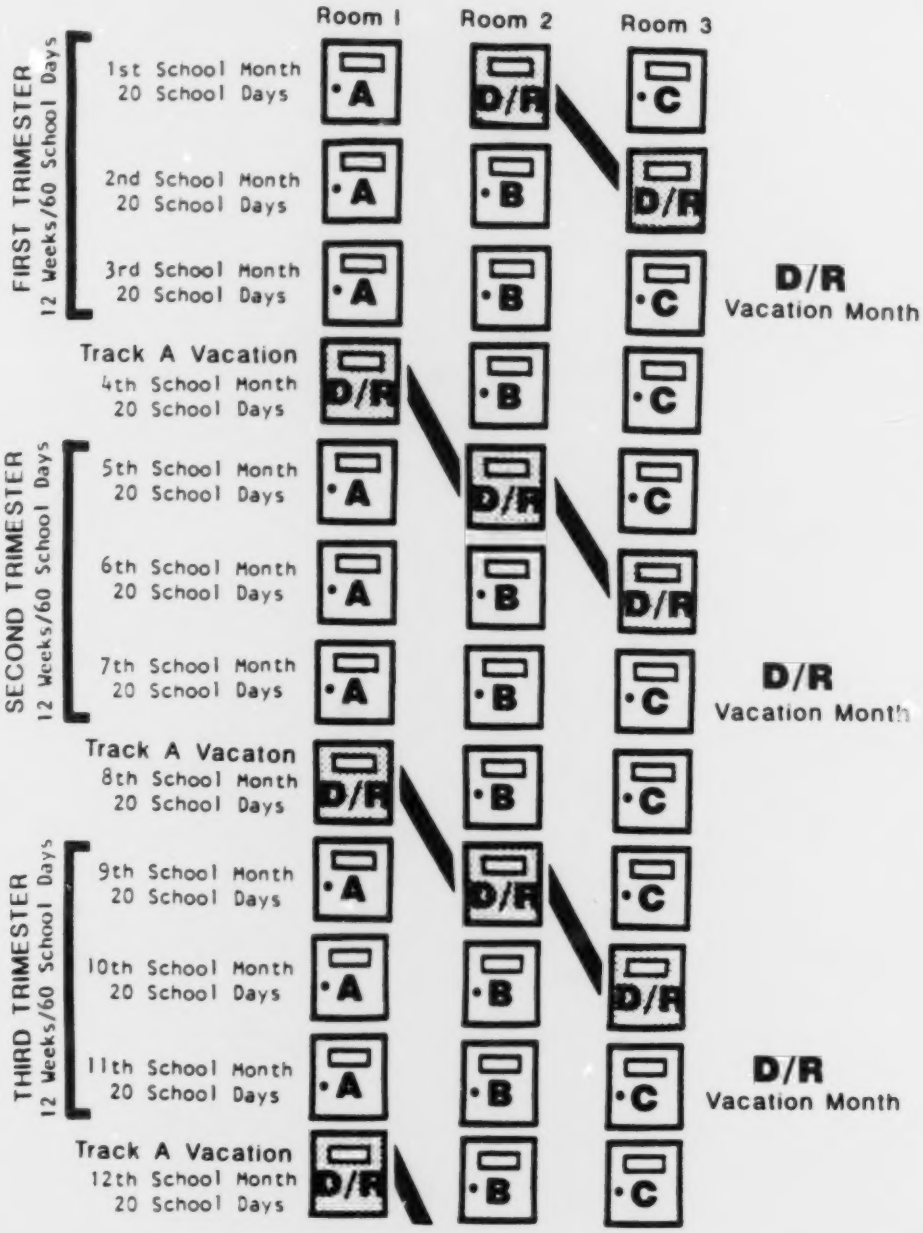
60/20 YRE CALENDAR

3 Classrooms Housing 4 Classes

A 60/20, four-track, YRE school can theoretically add 1/3 more students to a school building than would be possible in a traditional (September-June) calendar.

THE ROVER SYSTEM: D/R - Track D Rover

Tracks A, B, and C retain the same classroom throughout the school year.
Track D "roves" from room to room each month as illustrated below.



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YRE is expaning because of proven educational and financial benefits.

During the 1990-91 school year, there were about **750,000** YRE students in the U.S., **650,000** of these were in California -- and about **20%** of the total count were enrolled in single-track YRE programs.

Beginning with the 1992-93 school year, in a span of only two years, the national YRE count doubled to **1,574,385** students in **2,048** schools in **301** districts in **26** states; **51%** of these schools maintained single-track YRE calendars.

During this same two-year period, 1990-91 to 1992-93, California's YRE enrollment leaped from **612,000** students to **1,315,679** -- a **115%** increase. Approximately **40%** of these students are enrolled in single-track YRE classes.

While multi-track YRE calendars are implemented as a means to expand a school's enrollment capacity, a very significant expansion of single-track calendars acknowledges the educational value provided by more frequent, shorter absences from the momentum and continuity of the instructional program.

YEAR-ROUND EDUCATION 1992-93

U.S. PUBLIC SCHOOLS	
Number of states	26
Number of districts nationally	301
Number of elementary schools	1,593
Elementary school enrollment	1,148,436
Number of junior high/middle schools	184
Junior high/middle school enrollment	212,253
Number of high schools	209
High school enrollment	203,366
Number of special/atypical schools	31
Special school enrollment	3,865
Total number of public schools	2,017
Total enrollment	1,567,920
U.S. PRIVATE SCHOOLS	
Number of private districts nationally	21
Total number of private schools	29
Total enrollment	5,685
U.S. TRUST TERRITORY PUBLIC SCHOOLS	
Total number public and private schools	2
Total public and private enrollment	780
U.S. NATIONAL TOTALS	
Total number public and private schools	2,048
Total public and private enrollment	1,574,385

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YEAR-ROUND EDUCATION
CALIFORNIA
1992-1993

Year-Round Education: California

Number of School Districts in California	1,018
Districts Utilizing YRE Program	170
Number of Public Schools in California	7,125
Schools Utilizing YRE Program	1,511

Enrollment by Grade Level

Grade Level	Schools	Enrollment
Elementary schools	1166	928,257
Middle/junior high schools	147	192,837
High schools	58	142,234
Continuation high schools	13	2,699
Alternative schools	127	49,652
TOTAL	**1,511**	**1,315,679**

Single/Multi-Track Program

	Schools	Enrollment
Single Track	688 (46%)	518,647 (39%)
Multi-Track	814 (54%)	797,032 (61%)

YRE Growth

	October 1990	October 1991	October 1992
Districts	102	128	170
Schools	689	1,325	1,511
Students	612,102	1,160,474	1,315,679

California Public School Student s Enrolled in YRE (K-12)

1989-90	8%
1990-91	13%
1991-92	23%
1992-93	25%*

*(of 5,250,000 K-12 students)

Source:
National Association for Year-Round Education
September 23, 1992

YEAR-ROUND EDUCATION:

ITS COST EFFECTIVENESS CAN BE DEMONSTRATED

While educational quality is the primary concern of all educators, cost effective management of our instructional programs and facilities will continue into the 21st Century as a fundamental educational issue.

In recent years, educators and governing boards have been spending more time trimming, snipping and cutting school budgets than in allocating needed new dollars for program enhancement.

Our motto, it seems, has been **"Make do!"** And we should not be surprised when **"Make do"** has come to influence the measure of student achievement in our schools!

While **"Make do"** has been a continuing reality in our schools, when former President Bush launched **America 2000: An Education Strategy** -- he acknowledged that the nation had a critical need for **radically improved, accountable, "break-the-mold schools."**

Though **America 2000** has become **Goals 2000, "Break-the-mold"** schools continue to appear with exciting frequency throughout the nation. Nearly 1.6 million students in 26 states are already enrolled in a **"New Generation of American Schools"** which have broken the mold of the obsolete, agrarian school calendar.

While a wary public is opposing tax increases for any purpose, that same public is making increased demands on schools to raise the academic achievement of its students in modern state-of-the-art classrooms. The compelling question becomes: how can school leaders continue to reduce their budgets without harming the quality of education programs and services to children? The answer may be found in a restructured, reorganized, remolded school system which generates 100 cents of value from a dwindling supply of education dollars.

Doing more and better with less has always been the school manager's challenge; YRE has become an effective response to this challenge -- and a proven means to generate maximum value from limited education dollars.

We are no longer a nation of farmers: the long summer vacation from school is not only an anachronism, it interferes with the momentum and continuity of learning. Research has consistently shown that children lose ground in their educational achievements during a three-month gap in instruction.

The idea of year-round education has undeniable appeal. By modifying the traditional school-year calendar, school districts can take advantage of the huge capital investment which lies fallow during the summer months. Districts can operate the public schools on a year-round basis, providing either more education to the same number of students or more students with the same level of education.

The primary appeal is obvious. By increasing the service one school building provides, a district can decrease the number of new buildings it needs. If a district added the summer months to the school calendar without extending the number of student attendance days, that district could, theoretically, serve 33% more students in a 4-track YRE calendar without laying a single brick.

In spite of our herculean efforts at economy, our nation's schools have fallen far short of the funding necessary to prepare students adequately for good jobs and good lives in the next century. Certainly "throwing more money at schools," as the fashionable cliche has it, will not by itself improve basic education. No one argues seriously that it will. But in the absence of additional resources, carefully targeted to their best use, good jobs and good lives will illude a growing proportion of our nation's population.

We no longer can afford nor educationally justify the outmoded September-June school year. America's restive taxpayers can legitimately expect greater productivity from a **$414-billion** annual investment in our public schools than idle, unused classrooms for one-fourth of each school year. Unfortunately, in some circles, to suggest that the agrarian school calendar may be obsolete or educationally harmful is like hinting that mom's apple pie is laced with arsenic.

Year-Round Education is essentially a restructuring of the school calendar with seemingly endless possibilities; these possibilities generally fall into three categories: **extended school year**, the **single track calendar** and a host of **multi-track calendar** configurations.

While a school's curriculum, instructional strategies, and the normal array of student programs and services remain essentially the same in any of the YRE calendar formats, a district may select a particular YRE calendar for a variety of reasons: educational benefit, increased building capacity, climate, a seasonable workforce or other unique local conditions.

As the feasibility of a Year-Round Education program is being considered, it is important that a careful evaluation be made of the cost, a school's ability to maintain quality educational programs, and the impact that YRE plan may have upon the operational/support services of the school district.

With these considerations in mind, an attempt has been made to set forth some observations drawn from 17 years of YRE experience which may be useful for those contemplating a YRE calendar plan.

Any analysis of the costs associated with year-round education, therefore, must address:

- **Costs for an Extended School Year**
- **Operational Costs for Single and Multi-track YRE Calendars**
- **Potential for the Avoidance of Capital Costs in Multi-track YRE Calendars**

A NEW WAY TO DO BUSINESS

America's public education must find new ways to meet its challenges if it is to survive and succeed. The public's confidence in its schools is at an all-time low. Changes in demographics and in the socio-economic condition of children lead one to predict that, unless ***significant changes*** occur in the schooling processes, future outcomes will only be worse than current ones.

YRE can be one of those ***significant changes***!

EXTENDED SCHOOL YEAR COSTS

While the 180-day school year is about the national average, in recent years there has been pressure to lengthen the school year to 185 days, as in **France**; 191 days, as in **Switzerland**; 200 days, as in **Scotland**; 216, as in **Israel**, 220 days, as in **South Korea**, and up to 243 days, as in **Japan**.

AVERAGE NUMBER OF SCHOOL DAYS PER YEAR THROUGHOUT THE WORLD

Japan	243	New Zealand	190
West Germany	226-240	Nigeria	190
South Korea	220	British Columbia	185
Israel	216	France	185
Luxembourg	216	Ontario	185
Soviet Union	211	Ireland	184
Netherlands	200	New Brunswick	182
Scotland	200	Quebec	180
Thailand	200	Spain	180
Hong Kong	195	Sweden	180
England/Wales	192	**United States**	**180**
Hungary	192	French Belgium	175
Switzerland	191	Flemish Belgium	160
Finland	190		

The need to lengthen America's school year by 20 to 40 days is being recognized and vigorously pressed by an increasing number of national education leaders, professional education associations, the nation's governors, state superintendents, district superintendents, leaders of our nation's major businesses and industries -- including the **public** as measured by the **24th Annual Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools.**

Longer School Year

The 24th Annual GALLUP/ Phi Delta Kappa Poll Of the Public's Attitudes Toward the Public Schools

SEPTEMBER 1992

The question:

In some nations, students attend school as many as 240 days a year as compared to about 180 days in the U.S. How do you feel about extending the public school year in this community by 30 days, making the school year about 210 days or 10 months long? Do you favor or oppose this idea?

Extend School Year 30 Days

	1992 %	1991 %	1984 %	1983 %	1982 %
Favor	55	51	44	40	37
Oppose	35	42	50	49	53
Don't know	10	7	6	11	10

This year, respondents who favored a longer school year were also asked if they would prefer to see a change in the way school vacations are scheduled. The choices were four or five three-week vacation breaks evenly distributed throughout a school year or the current long summer break. This change-oriented group resoundingly approved shorter, more frequent vacations. Interestingly, many more women than men (63% to 54%) liked the idea.

Using data published in October, 1993, by the **National Education Association** and the **Education Commission of the States**, it would cost over **$1.2 billion** to add just one day to the typical 180-day school year for the nation's 41,834,588 K-12 students.

To increase the 180-day instructional year to 210 days -- **an increase of 30 days** -- would cost California taxpayers an additional **$4,151,808,000** per year for the state's K-12 student enrollment.

When California has this kind of money to invest in its educational programs, these dollars would best be spent on reducing class size to 20 students per teacher. Our state's enormously diverse student population needs **quality** before **quantity!**

Incremental Cost of One Added School Day for all K-12 Students in the United States

■ K-12 Student Enrollment	$ 41,834,588
■ Per Pupil Expenditure	$5,404
■ Per Pupil Expenditure ($5,404 ÷ 180 days)	$30.02
■ Cost of Adding One Instructional Day (41,834,588 x $30.02)	$1,255,874,331

Incremental Cost of Adding Days to the School Year

	ONE DAY (180 to 181-Day School Year)	20 DAYS/ONE MONTH (180 to 200-Day School Year)
■ California	$138,393,600	$2,767,872,000
■ Texas	90,188,438	1,803,768,760
■ Florida	55,805,625	1,116,112,500
■ Oxnard School District	334,191	6,683,820

While there is ample reason to support a lengthened school year, it must be understood that our states generally are not funding education adequately for the days presently required. Anything less than a proportionate, incremental funding for added instructional days would further exacerbate existing funding deficits.

This state can't afford to lose one child to an unproductive life.

NORMA PAULUS
Superintendent of Public Instruction
State of Oregon 1993

COST PER DAY FOR LENGTHENING THE SCHOOL YEAR

STATE	DAILY EXPENDITURE PER PUPIL.*	NUMBER OF PUPILS STATEWIDE	EXPENDITURE PER DAY STATEWIDE*
ALABAMA	$21.00	726,115	$15,248,415.00
ALASKA	$45.49	120,084	$5,462,621.00
ARIZONA	$25.65	648,719	$16,639,642.00
ARKANSAS	$20.94	437,246	$9,155,931.00
CALIFORNIA	$27.03	5,120,000	$138,393,600.00
COLORADO	$29.88	593,030	$17,719,736.00
CONNECTICUT	$46.16	481,100	$22,207,576.00
DELAWARE	$33.78	102,196	$3,452,181.00
D.C.	$45.09	80,618	$3,635,066.00
FLORIDA	$29.08	1,919,038	$55,805,625.00
GEORGIA	$26.37	1,177,324	$31,046,034.00
HAWAII	$30.29	174,249	$5,278,002.00
IDAHO	$18.22	225,676	$4,111,817.00
ILLINOIS	$29.82	1,827,606	$54,499,211.00
INDIANA	$30.81	948,322	$29,217,801.00
IOWA	$27.92	491,363	$13,718,855.00
KANSAS	$28.36	445,774	$12,642,151.00
KENTUCKY	$26.38	634,098	$16,727,505.00
LOUISIANA	$23.88	794,128	$18,963,777.00
MAINE	$34.11	211,589	$7,217,301.00
MARYLAND	$35.08	736,238	$25,827,229.00
MASSACHUSSETTS	$37.15	828,703	$30,786,316.00
MICHIGAN	$31.51	1,570,991	$49,501,926.00
MINNESOTA	$31.43	726,438	$23,963,426.00
MISSISSIPPI	$18.58	501,525	$9,318,335.00
MISSOURI	$26.07	822,593	$21,445,000.00
MONTANA	$29.28	153,074	$4,482,007.00
NEBRASKA	$25.37	277,652	$7,044,031.00
NEVADA	$27.17	211,810	$5,754,878.00
NEW HAMPSHIRE	$33.07	175,510	$5,804,116.00
NEW JERSEY	$55.22	1,109,796	$61,282,935.00
NEW MEXICO	$25.13	289,953	$7,286,519.00
NEW YORK	$47.79	2,645,000	$126,404,550.00
NORTH CAROLINA	$28.21	1,092,447	$30,817,930.00
NORTH DAKOTA	$20.86	117,719	$2,455,618.00
OHIO	$29.95	1,773,338	$53,111,473.00
OKLAHOMA	$21.67	579,600	$12,559,932.00
OREGON	$30.35	495,400	$15,035,390.00
PENNSYLVANIA	$38.78	1,686,770	$65,412,941.00
RHODE ISLAND	$37.97	140,915	$5,350,543.00
SOUTH CAROLINA	$23.96	628,088	$15,048,988.00
SOUTH DAKOTA	$24.31	131,046	$3,185,728.00
TENNESSEE	$20.76	832,330	$17,279,171.00
TEXAS	$26.25	3,435,750	$90,188,438.00
UTAH	$17.18	454,218	$7,803,465.00
VERMONT	$34.54	96,802	$3,343,541.00
VIRGINIA	$30.48	1,014,262	$30,914,706.00
WASHINGTON	$29.54	871,216	$25,735,721.00
WEST VIRGINIA	$30.01	320,249	$9,610,672.00
WISCONSIN	$33.18	821,550	$27,259,029.00
WYOMING	$29.75	99,330	$2,955,068.00
Total	US AV $30.02*	41,834,588	$1,278,112,469.00*

Source of data: National Education Association, *Estimates of School Statistics*, 1991-92, and Education Commission of the States.

*Figures calculated by the National Association for Year-Round Education, P.O. BOX 711386, San Diego, CA 92171-1386 (619) 276-5296

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THE CASE FOR MORE SCHOOL DAYS

The Press-Courier Saturday, June 29, 1991

Panel to study school year length

WASHINGTON (AP) — President Bush has signed legislation creating a national commission to study whether American children spend enough time studying, the White House said Friday.

Bush said the new National Commission on Time and Learning "will examine the quality and adequacy of th and learning time of the elementary and seconda dents."

GEORGE BUSH

The American school ye cally 180 days, is shorter t of most of the nation's i rivals. Japanese children average of 240 days a ye classroom, including mornings. South Koreans days in school and most countries have 220-day years.

The 3-month summer vaca was instituted in the 19th centur

School Board News

National School Boards Association

MAY 28, 1991

Education leaders urge extending the school year

U.S. students spend less time in school than global competitors

PUTTING IN THE SCHOOL DAYS	
JAPAN	243
WEST GERMANY	210
SOVIET UNION	210
THAILAND	200
THE NETHERLANDS	200
ENGLAND	192
FINLAND	190
FRANCE	185
SWEDEN	180
U.S.	180

Education USA

The Independent Weekly Education News Digest Published for School Leaders

OCTOBER 1, 1991

200-day School Year Sought By Maryland State Board

TIME, SEPTEMBER 2, 1991 Education

Why 180 Days Aren't Enough

The U.S. has one of the shortest school years in the industrialized world: it's time for a change

Times-Georgian - Wednesday, October 10, 1990

Rogers pushing for year-round school in state

By Gayle Ray

Times-Georgian Staff Writer

State School Superintendent Werner Rogers yesterday told Phi Delta Kappa members local school systems need year-round education to produce students who can compete with students from other industrialized nations.

Rogers delivered the keyn[ote] professional educatio[n] ga Institute.

STAR-FREE PRESS
January 6, 1992

NEW JERSEY

PLAN CALLS FOR SCHOOL YEAR TO BEING LENGTHENED — Education Commissioner John Ellis is laying plans to add a month or more to the school year in New Jersey, a change that would sharply increase the costs of the nation's most expensive school system.

EDUCATION WEEK

February 27, 1991

■ The Detroit chapter of the National Association for the Advancement of Colored People last week called on the State of Michigan to extend the school year and implement other sweeping education reforms.

A position paper on education reform released by the Detroit N.A.A.C.P. called for extending the school year from 180 to 220 days; setting statewide teacher-pay rates with merit-pay provisions based on student achievement; and levying school taxes [illegible] statewide, with 3- to 5-[illegible] much [illegible]

SUPERINTENDENT'S DIGEST

Vol. XV No. 7 March 1991 Wheaton, Illinois

LONGER SCHOOL DAY AND YEAR PROPOSED

Chicago public school students would attend classes four more weeks each year and a half hour extra each day under a proposal by Supt. Ted Kimbrough that could cost $700 million annually.

He proposes to begin next September to lengthen the ar from 180 to 200 days and add a half hour to the ent five hours of instruction time. That increase could be ed in over several years, he said. The teachers union pports Kimbrough's proposal, provided he keeps a promise to pay teachers for the added time.

(Chicago (Illinois) Sun Times November 1, 1990)

The Washington Post
September 28, 1990

Year-Round Schooling Urged in Va.

Area Educators Say Move Is Necessary

By John F. Harris
Washington Post Staff Writer

RICHMOND, Sept. 27—Virginia Education Secretary James W. Dyke Jr. said today the state needs "radical educational reform" and urged educators to consider keeping students in the classroom year-round.

Dyke's comments came in the same week that the Maryland Board of Education recommended adding 20 days to the school year there and after the District school board's earlier endorsement of 40 additional days. Thus, the Washington area's top education officials have joined national experts in concluding that students need more time in the classroom to remain competitive with children from other industrialized countries.

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OPERATIONAL COSTS

The enormous range of variables which exists from one district to another has made calculations and comparisons of YRE operational costs a very complex process.

However, as more and more YRE districts have completed an analysis of their operational costs, a growing body of data has produced some generally consistent findings.

When the question is asked: Do multi-track YRE programs cost more? the answer is a definite **YES** and a possible **NO**.

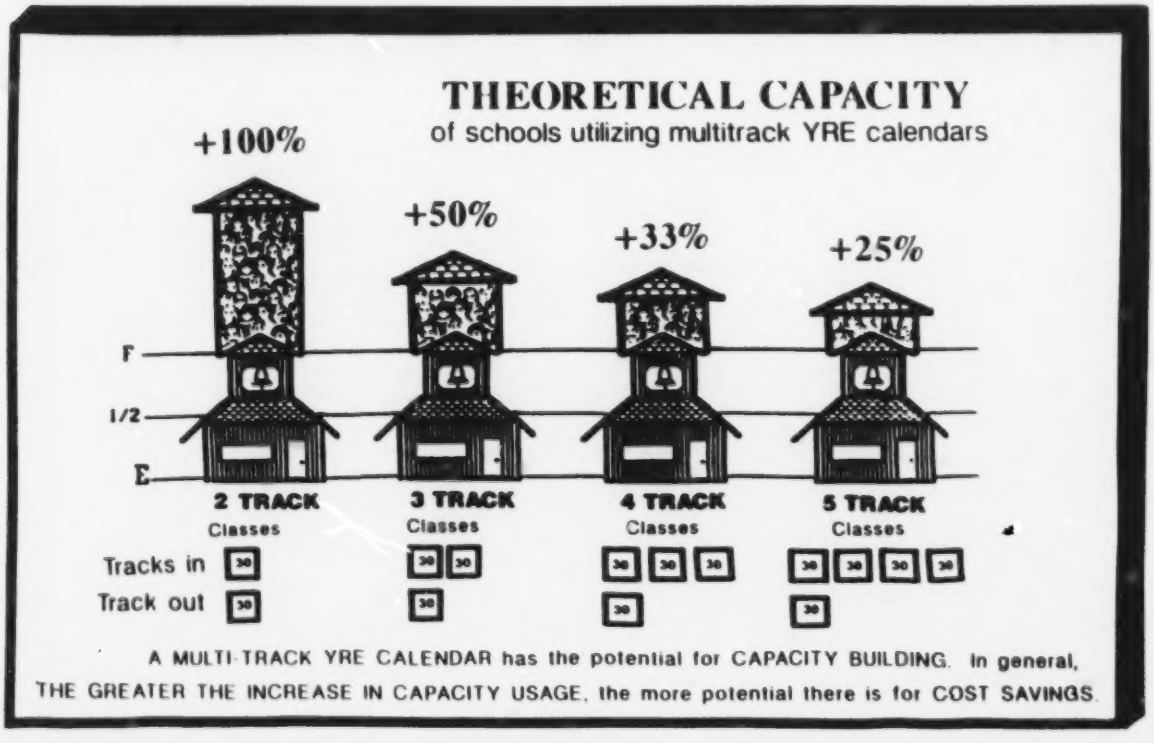
Single-track YRE Programs

Since single track YRE programs generally provide the typical 180-day instructional year with three or four shorter vacation periods instead of the three-month summer vacation break, operational costs should not significantly exceed those required for the traditional school year.

Costs for staff, the operation of the school's physical plant, instructional materials and supplies, including any other expense for maintaining a 180-day instructional year should be similar to those required for a traditional school year.

Multi-track YRE Programs

A multi-track YRE calendar has the **potential for capacity building**: a two-track calendar may increase a school's seating capacity by **100%**; a three-track calendar may increase a school's seating capacity by **50%**; a four-track calendar may increase capacity by **33%**, and a five-track calendar may increase a school's capacity up to **25%**.



A MULTI-TRACK YRE CALENDAR has the potential for CAPACITY BUILDING. In general, THE GREATER THE INCREASE IN CAPACITY USAGE, the more potential there is for COST SAVINGS.

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Such has been the finding in Oxnard, San Diego, Visalia, Woodland and the Cajon Valley school districts in California. When a school reaches a YRE multi-track capacity ranging between **115%** to **120%** of its traditional-year capacity, the operational costs-per-student reach a "break-even" point with the costs per student in the same school operating at capacity on a traditional calendar. In large part, this reduction in per-pupil cost is a product of an **economy of scale**.

IDLE CAPACITY IS A TOTAL LOSS

While our primary concern is educational quality, cost effectiveness has become a fundamental educational issue. Dr. Frank W. Davis of the University of Tennessee makes a profound observation concerning the cost effectiveness of our schools when he states that:

> "A service organization does not produce a product, but rather **builds capacity to serve**. A hotel produces the capacity to house a given number of guests each day. A hospital produces the capacity to perform X hours of surgery and to house Y patients. **A school develops the capacity to process W students per academic year; there is no value in unused capacity.** There is no public benefit in empty hotel rooms, unused operating rooms, or school classrooms vacant from June to September. **Community value occurs only to the degree that the capacity is used.** Idle capacity is a total loss, creating only cost while providing no benefit."

The following analysis of operational functions and costs relates specifically to **multi-track** YRE programs.

Obviously, operating a four-track YRE program which utilizes a school facility 242 days per year at 115% of capacity usage incurs a greater overall cost than maintaining the same school at capacity for 180 school days.

To avoid a comparison of apples and oranges, any analysis of YRE operational costs must be computed on a cost per pupil per year basis.

While all students in Oxnard are enrolled for a 180-day school year, a full range of pupil services must extend for the full 242 days when three of the four rotating tracks are always in session.

Teachers are assigned to one of the four YRE tracks with a 183-day duty-year and share their students' vacation periods. Most other staff, however, are assigned to 12-month contracts, i.e. administrators, cooks, office staff, bus drivers, custodians and related support personnel.

For a four year period, beginning with the 1981-82 school year and ending with the 1985-86 school year, the **Oxnard School District** had the opportunity to compare the costs involved in maintaining schools on the Year-Round Calendar and the Traditional Year Calendar.

During each of these years, an analysis of the operational costs for maintaining the year-round calendar and the traditional year calendar indicated, for comparable budget accounts, that the YRE program costs averaged approximately **5.5% ($123) less per student per year** than required for the traditional program.

The following factors contributed to these operational savings:

Economy of Scale

Based upon a four-year cost analysis prepared by the **Oxnard School District**, the costs per pupil in a YRE school equalled those of a traditional school, when the YRE school's enrollment exceeded the traditional school's enrollment capacity by 15%.

Since Oxnard's YRE schools, during this period, were loaded at 120% of their traditional year capacity, the per pupil cost averaged **5.5% less** than operating the same school at capacity on a traditional calendar. A YRE school, therefore, with its traditional-year capacity increased from 800 to 920-students, provided the identical educational program and services for **$123 less** than the per pupil cost for 800 students in the traditional school. A cost savings of $123 per student multiplied for a 920-pupil YRE school generated a total operational savings of **$113,000.**

The Oxnard study also found that a YRE school loaded at only **110%** of its traditional year capacity would incur an operational cost increase which is approximately **5.5%** greater than the District's cost per pupil on the traditional school calendar.

The Cajon Valley Union School District, in a similar cost study, found that a YRE program which accommodates a **25%** enrollment increase -- from 600 to 750 students -- generated **$99,982** of net revenue in excess of expenses.

The Cajon study calculated a "break-even" per pupil cost when a school's traditional-year capacity is increased by **17%** in a multi-track YRE program.

The Visalia Unified School District, in its "Analysis of Traditional School Cost and Year-Round Cost," found that a 600-student traditional school which increases its enrollment in a YRE program by **15%** to 690 students can reduce the operational cost-per-student by **$9** per year. A **30%** enrollment increase from 600 to 780 students generated a $51 reduction in operational costs-per-student -- a savings of about **$40,000** annually.

Studies of traditional year and YRE operational costs generally confirm that there are **economies of scale** and that **the greater the increase in capacity usage, the more potential there is for cost savings.**

ECONOMY OF SCALE

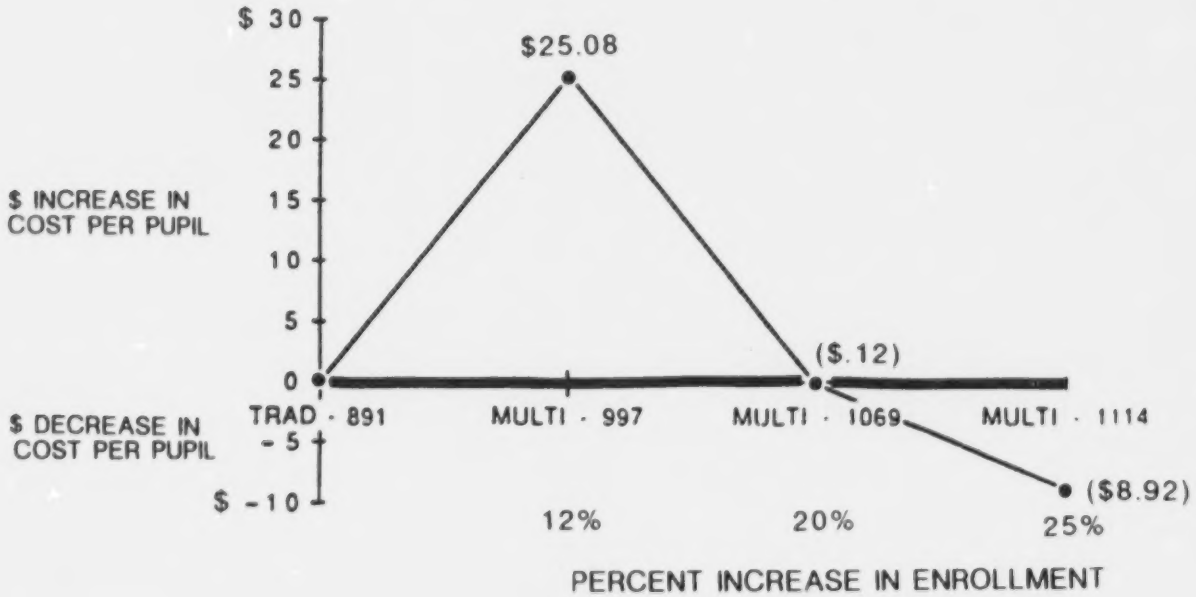
In general, the greater the increase in capacity usage, the more potential there is for cost savings.

SAN DIEGO CITY UNIFIED SCHOOL DISTRICT

Operational Cost Analysis of YRE

Comparision of Traditional and Multi-track Enrollment and Cost Per Pupil with Enrollment Increases of 12%, 20% and 25%.

The San Diego City Schools have found, in their cost analysis, that the operational costs per pupil reach a break-even point when a school's enrollment is increased by **20%** of the school's traditional-year capacity. Students housed beyond the **20%** break-even point will generate a cost savings.



Stress the ***WHYS*** of reform/restructuring, not the ***HOWS***

Core beliefs will create a commitment to change

CAJON VALLEY UNION SCHOOL DISTRICT

Operational Cost Analysis of YRE

Based on 25% Increased Enrollment

BALLANTYNE SCHOOL

REVENUE

Traditional Enrollment 600 x .97 = 582 ADA x $2220.96	=	$1,292,599
Year-Round Enrollment 750 x .97 = 728 ADA x $2220.96	=	1,616,859
INCREASED REVENUE	=	$ 324,260

EXPENSES

- Salaries

Principal (215 days - increase of 19 days)	$ 4,644
Secretary (12 months)	3,969
Clerk Typist (12 months) }	2,823
School Clerk (12 months) }	
Clerical Aide	1,401
Teacher-New:	
(150 increased Enrollment ÷ 30 = 5 Teachers)	124,785
Teachers-Set Up/Take Down:	
(25 Teachers, 2 Days Each = 50 Days)	10,269
Nurse (1 Day Per Week, 8 weeks)	1,517
Psychologist	1,594
Librarian	3,649
Health Aide	959
TOTAL SALARIES =	$155,610

- Utilities

Air Conditioning (5 Years @ $36,000/year)	$ 36,000
A/C Operating Cost (88¢ sq. ft.-based on comparison with Rios)	12,000
Utilities (Currently $14,750, Yr. Round Est. $16,500)	1,750
Water, Sewer, Trash Pick-Up	530
TOTAL UTILITIES =	$ 50,280

- Other

Transition Costs (Nonrecurring Inservice for Teachers, Informing Parents/Community)	$ 5,000
Books, Supplies, Etc. (NSR $19.85 + $2000 Supp. Text x 150 Enrollment)	4,978
Equipment (Portable Cabinets)	8,500
TOTAL OTHER =	$ 18,478

SUMMARY

Total Estimated Revenue	$324,260
Total Estimated Expenses	224,368
NET REVENUE IN EXCESS OF EXPENSES	**$99,982**

The per pupil costs of students enrolled in a YRE multi-track program equal the per pupil costs of students enrolled in the traditional school year program when the YRE enrollment is increased by 17%.

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VISALIA UNIFIED SCHOOL DISTRICT

Operational Cost Analysis of YRE

INCREASE IN CAPACITY USAGE BY 15%

A school with a 600-student traditional year enrollment capacity:

(1) may increase its capacity (15%) to accommodate 690 students by **adding 3 classrooms.** An annual cost of $29,880 for 7 years will be required to retire a loan of $209,160 for these 3 classrooms.

(2) may increase its capacity (15%) by implementing a multi-track YRE program **without added classrooms.** The operational cost per student for a YRE school serving 690 students is approximately the same as the cost per student in a traditional school serving 690 students when the operational costs for 3 additional classrooms are included.

Position/Item	Traditional School (1)	Year-Round School (2)
Principal	$53,309	$58,226
School Secretary	16,282	19,188
Clerk Typist	14,194	17,736
Cafeteria Workers	6,618	8,288
Custodial Workers	32,256	34,406
Teachers salaries (23)	$765,670	$765,670
Total Salaries	**$888,329**	**$903,514**
Additional Facilities	29,880 (1)	0
Utilities	28,393	33,156
Transportation	64,746	64,746
Maintenance Cost	37,065	43,283
Material and Supplies	13,628	13,628
Total non-personal expense	**173,111**	**154,812**
Total cost of operation	**$1,061,440**	**$1,058,326**
Cost per student	**$ 1,538**	**$ 1,534**

INCREASE IN CAPACITY USAGE BY 30%

A school with a 600-student traditional-year enrollment capacity:

(3) may increase its capacity (30%) to accommodate 780 students by **adding 6 classrooms.** An annual cost of $59,760 for 7 years will be required to retire a loan of $418,320 for these 6 classrooms.

(4) may increase its capacity (30%) by implementing a multi-track YRE program **without added classrooms.** The operational cost per student in a YRE school serving 780 students is $51 less than the cost per student in a traditional school serving 780 students when the operational costs for 6 additional classrooms are included.

The total annual operational savings for a YRE school maintaining a 30% increase in capacity usage to 780 students is **$39,780.**

Position/Item	Traditional School (3)	Year-Round School (4)
Principal	$53,309	$58,226
School Secretary	16,282	19,188
Clerk Typist	14,194	17,736
Cafeteria Workers	6,618	8,288
Custodial Workers	32,256	34,406
Teachers salaries (26)	865,540	865,540
Total Salaries	**$988,199**	**$1,003,384**
Additional Facilities	59,760 (3)	0
Utilities	31,228	33,156
Transportation	73,191	73,191
Maintenance Cost	40,766	43,283
Material and Supplies	15,405	15,405
Total non-personal expense	**220,351**	**165,034**
Total cost of operation	**$1,208,550**	**$1,168,418**
Cost per student	**$ 1,549**	**$ 1,498**

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lodi unified school district
OFFICE OF THE SUPERINTENDENT
1305 East Vine Street, Lodi, California 95240

Projecting to the year 2002, the estimated cost (in 1993 dollars) to house students under three different scenarios is summarized in the following table. We have assumed: K-6 elementary schools at 650 student capacity and 7-8 middle schools at 800 student capacity; standard State loading of 30 students per room for elementary and middle schools and State cost of construction; State capacity of existing schools (as opposed to how we are really using classrooms to meet program requirements, which results in a lower capacity); and no State lease portables included in capacities.

Cost of New Facilities to House K-8 Students in 2002
Three Calendar Options
Lodi Unified School District

Grade	Traditional Calendar	4 Track YRE 180 days possible	3 Track YRE 163 days
K-6 Elementary	$37,129,088	$12,481,425	$5,043,000
7-8 Middle	$27,422,670	$17,017,230	$14,849,430
Total K-8	$64,551,758	$29,498,655	$19,892,430

The following table summarizes our 1992/93 school year housing situation in terms of unhoused students and the estimated cost to house those students for each calendar option assuming: $7,641 per student for K-6 and $12,977 per student for 7-8; and capacity of existing schools based on program use, not State standards. The October 1992 K-6 enrollment was 13,192 students and the 7-8 enrollment 3,676 students.

1992/1993 Unhoused Students and Cost to House Those Students
Three Calendar Options
Lodi Unified School District

Grade	Traditional Calendar	4 Track YRE 180 days possible	3 Track YRE 163 days
K-6 Unhoused students	13,192 students - 9,572 capacity = 3,620	13,192 - 12,132 = 1,060	13,192 -13,262 = N/A
K-6 Housing Costs	$27,660,420	$8,099,460	N/A
7-8 Unhoused students	3,676 students -2,487 capacity = 1,189	3,676 -3,261 = 415	3,676 -3,567 = 109
7-8 Housing Costs	$15,429,653	$5,385,455	$1,414,493
Total K-8 Unhoused Students	4,809	1,475	109
Total K-8 Housing Costs	$43,090,073	$13,484,915	$1,414,493

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CHERRY CREEK (Colorado) SCHOOL DISTRICT

Price Waterhouse

Cherry Creek Schools (Colorado)
Dedicated to Excellence

SELECTED COST ANALYSIS OF YEAR-ROUND EDUCATION VERSUS NINE MONTH EDUCATION

September, 1991

EXECUTIVE SUMMARY

Our cost model indicates that some financial savings do result from YRE due to a reduction in certain fixed costs (e.g., physical facilities and various operating costs) which are spread over a constant student population thereby reducing annual fixed costs per student. Although we were not specifically engaged to analyze variable costs, (e.g., instructional costs, student supplies), we believe that these costs remain relatively constant on a per student basis. This is consistent with our review of similar analyses performed for other school districts. As demonstrated in our cost model of four NME schools versus three YRE schools, cash flow to the District would be increased through the selection of the YRE alternative. These savings are:

Annual Cost Savings of Implementing Three YRE Schools for Every Four NME Schools

- Estimated Annual Capital Costs Avoided $430,000
- Estimated Annual Operating Costs Saved $235,000

COSTS INCLUDED IN ANALYSIS	Behavior	Classification	Category
Construction and Equipment Cost			
Construction Cost	Fixed	Direct	Capital
Capital Items	Fixed	Direct	Capital
Operating Expenses			
Custodial	Fixed	Direct	Operating
Utilities	Fixed	Direct	Operating
Maintenance	Fixed	Direct	Operating

Our cost model assumes a hypothetical school district of 2,400 elementary school age students. In this model, one YRE school can serve 800 students per year or one NME school can serve 600 students per year.[1] To serve the total student population, the school district has two options

OPTION	SCHOOL TYPE	CAPACITY	SCHOOLS REQUIRED	STUDENTS SERVED
1	YRE	800	3	2,400
2	NME	600	4	2,400

[1] The existence of the "phantom" school is well documented in many studies of year-round education. The District has also indicated that it believes three YRE schools can serve approximately the same students as four NME schools.

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CASH FLOW TO DISTRICT WITH INCREASE IN STUDENTS TO YRE CONCEPT

Additional Students	2,400	4,800	7,200	9,600
Annual Operating Cash Outflow Saved	$235,000	$470,000	$705,000	$940,000
Annual Capital Cash Outflow Saved	$430,000	$860,000	$1,290,000	$1,720,000
Cummulative Capital Costs Avoided	$4,500,000	$9,000,000	$13,500,000	$18,000,000

Growth over the last ten years has averaged 1,000 new elementary students per year. Assuming student growth continues in the future, this model indicates costs that could potentially be saved at the additional students levels.

RESULTS OF ANALYSIS

The cost model used in this analysis indicates cost savings would be achieved when the YRE option is utilized. This occurs because twelve month utilization of school facilities allows direct, fixed expenses to be reduced while serving the same student population. Additionally as previously stated, it appears that variable costs per student do not to change substantially under the YRE concept.

This cost model assumes an environment where school enrollment is expanding. Within this scenario, YRE is clearly advantageous from a capital and site-based operating cost perspective. Even though our analysis does not address steady or declining enrollment, nor conversion of existing NME schools to YRE schools, we believe many of the same cost advantages identified in our summary could still be realized by moving to the YRE concept. We have not quantified these savings nor do we represent that the savings will be at the level identified in the cost model.

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CLARK COUNTY (Colorado) SCHOOL DISTRICT

YEAR-ROUND VS. NINE-MONTH COST ANALYSIS

May, 1991

INTRODUCTION:

As part of a comprehensive study of year-round education within the Clark County School District, an in-depth analysis of the cost of operating year-round schools versus traditional nine-month schools was conducted.

Complete data from FY 1989-90 was used for analysis. This data was then driven into the target school populations of 750 for year-round and 600 for nine-month traditional. Although they are not statistically pure models, the schools that come closest to these target populations were John S. Park Elementary for nine-month schools and Harvey N. Dondero Elementary for year-round schools. The salaries were then adjusted to the FY 1989-90 data for analysis purposes.

COMPARISON OF OPERATING COSTS BETWEEN NINE-MONTH AND YEAR-ROUND SCHOOLS

ENROLLMENT	MAINTENANCE	ENERGY	SALARY	COST/PUPIL
YR 750	46,280	51,960	1,838,871	2,583
9-MO.600	41,530	44,154	1,443,412	2,548

This data indicates an added cost of $35 per student at a year-round school; an additional maintenance cost of 11.4 percent; and, a 17.68 percent additional energy cost.

COST AVOIDANCE

In addition to the above, cost avoidance was computed on a per student basis. This cost avoidance was computed on not having to build an additional school based on a 25 percent greater production of students through the year-round school. Cost avoidance was broken into three areas of capital, maintenance, and energy. Based on 1991 dollars, $238 per student per year was avoided as a capital cost; $69 was avoided for maintenance costs; and $74 was avoided for energy cost for a total cost avoidance of $381 per year per student. This figure means that for each student that comprises the twenty-five percent increase at the year-round school, $381 per year is avoided.

COST AVOIDANCE

Capital Cost Avoidance

- Planning Factors
  - Elementary School
  - 600-Student Design
  - 40-Year Building Life Cycle
  - 1991 Dollar Basis

-Construction Contract	$3,750,000
-Architect & Engineering	225,000
-Furniture & Equipment	375,000
-Landscaping, Telecom, Misc.	225,000
-Administrative (Including Costs of Bonds)	562,500
-Site Acquisition (10 acres)	535,000
TOTAL	$5,712,500

-Yearly Avoided Capital Cost Per Student (5,712,500 ÷ 40 ÷ 600)	$238
-Maintenance Cost Avoidance (41,530 x 40 ÷ 24,000)	69
-Energy Cost Avoidance (44,154 x 40 ÷ 24,000)	74
TOTAL COST AVOIDANCE PER STUDENT	**$381**

SUMMARY:

The cost study indicates that cost for each student in a year-round school is more expensive than a traditional nine-month school. This increased cost, however, is significantly offset by cost avoidance.

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JEFFERSON COUNTY (Colorado) SCHOOL DISTRICT

NEW COST SAVINGS DISCOVERED IN YEAR-ROUND SCHOOLS

The Cost of Discontinuing Year-Round Schools in Jefferson County, Colorado

William D. White, Ed.D.
Former Assistant Superintendent, Jefferson County School District

July 1990

The fourteen year experience with year-round education in Jefferson County, Colorado had generated a cost savings of 87.7 million dollars of bonded indebtedness and 20 million dollars in capital reserve when the multi-track program was terminated in 1988. However, **it was the unreported savings in operating costs which surprised and dismayed the district's leadership** when all the new schools necessary for a traditional 9 month operation were opened and these costs became evident.

In this large suburban school district of more than one hundred schools west of Denver, the teachers in the program indicated that they preferred their year-round schedule by as much as **90 per cent,** but a desire for change, without regard for teachers' opinions, emerged and eight new schools were built to return to a more traditional calendar.

When the year-round program was launched in Jefferson County in 1974, the primary reason for its implementation was to **increase the capacity of schools and save building costs.** It was hoped that there might be some educational benefits but that would be a bonus that may or may not come about. **No savings in operating costs was expected.** In fact there was considerable discussion and concern for the increase in costs that would be required to put on a full staff to keep the buildings open an extra 3 months of the 252 day school year.

Principals and teachers became aware over the years that there were savings in operating costs which accrued as they expanded the capacity of their buildings to serve boys and girls in new communities without schools. **For each two schools placed on the year-round schedule the district gained the capacity for a third school free** and each of these, free school capacities or "phantom schools" had an enrollment from neighborhoods now accommodated by the schedule of their existing school rather than by bricks and mortar in the new community.

During the 14 years that Jefferson County operated multi-track (Concept 6) year-round schools, these savings were never acknowledged in the preparation of the annual budget. There was never a record of reduction in operating costs per pupil achieved by year-round scheduling.

Unknown to the Board, **year-round school principals and teachers avoided purchasing books for their total membership** since only two-thirds were present in school at a time. They were recycling these funds into other kinds of instructional supplies for enrichment of instructions. When areas of the District reverted to a single track nine month operation, there was a shortage of books because every child needed books at the same time.

On August 11, 1988 the Jefferson County Schools terminated the multi-track year-round school program. The phase-out of the last 14 elementary schools, 4 junior high schools and 2 senior high schools was completed and their enrollments above capacity were moved into newly constructed buildings. Six new elementary schools and two new high schools were completed.

When the existing membership of pupils was moved from a year-round school where they had been accommodated by year-round scheduling into a newly constructed school on a nine month calendar the costs were up dramatically. **Each of the new elementary schools had an average per annum increase in operating budget for the existing enrollment of $260,000. For the high schools the increase was $1,000,000 and for the junior highs it was $700,000.**

After 14 years of experience there was no controversy over the school calendar. Whole generations of pupils had completed their school careers under a year-round schedule; except for small segment of the parent population, it was generally well accepted.

Perhaps the greatest mistake made by the district was not keeping records of dollars saved over the years the year-round program was in operation.

In year-round scheduling, school managers can increase the availability of revenue through cost reduction, cost avoidance and cost deferral. When any one of these practices is discontinued, it is essential that figures be available to show decision makers the impact of their actions. For this reason, it is appropriate to maintain a section of the annual budget document which reports activities that save costs and the disposition of funds gained through these modifications.

No one knows exactly how much was saved by the Jefferson County School District during the year the year-round program was in effect. **We know that 87.7 million dollars were spent in bonded indebtedness and 20 million dollars were spent from the annual capital reserve budget for new construction required to return all schools to the traditional calendar.** However, **the more important savings in the long run was the $3,560,000 in operating cost saved per annum on the last 20 year-round schools.**

COST OF DISCONTINUING THE YEAR-ROUND PROGRAM IN THE JEFFERSON COUNTY PUBLIC SCHOOLS

Construction Costs

Bonded Indebtedness — (eight new schools)	$ 87,700,000
Capital Reserve For New Construction	20,000,000

Operating Cost Increase Per Annum

	1986–87	1987–88	1988–89	
Six Elementary Schools		1,040,000	1,560,000	
Two High Schools	1,000.00	1,000,000	2,000,000	
				$ 6,600,000

Flat Grants To New Schools

Instructional Supply (six elementary schools)	$ 180,000
Instructional Supply (two high schools)	$ 100,000
Phase–In Costs (eight schools)	$ 1,600,000
Total Cost Through Sept. 1989	$116,180,000

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ORANGE COUNTY (Florida) PUBLIC SCHOOLS

NOVEMBER 12, 1991

ANALYSIS OF OPERATING COSTS OF YEAR-ROUND EDUCATION PILOT SCHOOLS

Prepared by Orange County Public Schools' Business Services Team

Facility Savings Realized from Converting Schools from Traditional Schedules to Year-Round Schedules

Utilization of a five-track student schedule permits an existing school to increase its capacity by 25 percent. Elementary schools currently being constructed in Orange County are designed to adequately house 599 students on the traditional nine-month instructional calendar.

Implementation of the five-track year-round schedule enables an elementary school to increase its student capacity to 748 students without the necessity of any additional construction, major modifications, or additional relocatable classrooms.

The housing of 2,995 elementary school children can, therefore, be accomplished through the construction of five additional schools using a traditional school calendar, or through the construction of four additional schools using a five-track year-round calendar. In other words, for each four elementary schools placed on a year-round schedule, the school district avoids the cost of constructing an additional elementary school.

Based on the current total cost of constructing an elementary school (land, site development, construction, equipment, architectural and engineering fees, etc.), this enables the school district to avoid $7,285,000 in capital expenditures for each 2,995 students placed in year-round education programs. This represents a cost avoidance, in present dollars, of $2,432 per student.

According to the best data available, if the School Board approves the recommendation of the Year-Round Education Task Force, a savings of approximately 64 million dollars in construction costs will be realized, including nine school sites requiring a minimum of 15 acres per site. Additional savings of approximately five million dollars annually will be realized because it will not be necessary to staff the nine schools with principals, secretaries, special area teachers, curriculum resource teachers, media specialists, clerks, guidance counselors, custodians and lunchroom personnel. It should be noted that some of these savings will be offset because some of these positions will need to have contracts extended from 10 to 12 months in the multi-track schools. Utilities costs savings for nine schools also will be realized in the amount of $162,000 yearly.

YEAR-ROUND SCHOOLS OFFER LESSON IN COST CUTTING

SALT LAKE CITY TRIBUNE, November 22, 1990

Year-round schools have saved taxpayers money and reduced crowding in Utah's public schools, a Utah Foundation study concludes.

Despite continuing enrollment growth in Utah, the private-tax research organization reports that taxpayers are paying less for buildings and school buildings are less crowded.

Capital outlay spending has dropped from $143 million in 1985-86 to $70 million in 1988-89. Foundation analysts said, and year-round scheduling has reduced overcrowding in lunchrooms, halls, playgrounds, libraries, computer labs and other common areas. Capital outlay is the portion of local school district budgets that covers building construction.

The study said the year-round experiment, which started with Westridge Elementary School in Provo School District six years ago, has grown to 65 schools by 1990. This year, 55,282 students or 12.4 percent of the state's public school enrollment are attending year-round schools.

Typically, year-round scheduling places students in different tracks or groups. Usually, three or four of these groups are in school except for holiday breaks while one group is on vacation. Instead of one long summer break, each group enjoys several shorter breaks during different seasons of the year. The arrangement can increase building capacity by as much as a third.

Foundation analysts said year-round schooling reduces learning loss because it eliminates the three-month summer break, improves learning, allows more makeup opportunities for students that are behind in their studies, improves behavior because students are less bored, boosts teacher pay because educators can get longer contracts, reduces student and teacher burn-out, offers varied vacation opportunities, and provides job opportunities for more students.

THE NEED FOR NEW AND MODERNIZED SCHOOLS

"More than 61% of our nation's schools were built during the 1950s and 1960s, and 20% of our schools are 50 years or older.

In New York, Los Angeles, Chicago and Detroit alone, the estimated capital need is more than $200 billion.

Texas is estimated to require 37,000 additional classrooms by 1996, as the school-age population there grows by 1.1 million students. And California is expected to require $25.3 billion in new classrooms by the end of the century, as well as $9 billion for modernization/airconditioning for YRE schools and deferred maintenance."

CEFPI – Council of Educational Facility Planners International

AASA Leadership News, March 15, 1993

STATEWIDE EVALUATION OF YEAR-ROUND AND EXTENDED-DAY SCHOOLS

EXECUTIVE SUMMARY

Excerpt

OPINION OF TEACHERS

- Teachers indicated that Year-Round Education was good for students, including improved student attitude (**76%**), students learn more (**73%**), students return from breaks ready to work (**93%**), and Year-Round Education benefits students (**84%**)

- Eighty-four percent of Year-Round teachers responded that, given a choice, they would teach on a Year-Round calendar.

COST ANALYSIS

- Cost analysis of the Year-Round program was complicated by three factors. First, design capacity for a given school is a nebulous figure, which varies depending on its source. Second, many of the schools were over their stated design capacity before implementation of the calendar and, while the quality of life in the school may have increased after implementation, enrollment did not. Finally, several schools have been moved to the Year-Round calendar before enrollment needs because of political expediency.

- Cost analysis of the Year-Round program showed that overall per student personnel costs are not markedly different than prior to the implementation of the program.

- Enrollment levels in Year-Round schools increased between ten to twenty percent after implementation. Per student utility costs are roughly constant. Educational costs are either the same or somewhat lower on the Year-Round calendar and appears to provide a feasible option to new construction. Of course, if new buildings would be needed to otherwise handle the increasing student load, the implementation of a Year-Round schedule saves the per student seat costs of building and financing a new school. This cost is estimated at between $200 and $300 per year per seat.

- The only additional staff which all schools had added was in the office, where additional personnel or additional hours for existing personnel had been added to handle registration and communication needs.

UTAH STATE OFFICE OF EDUCATION

James R. Moss
State Superintendent of Public Instruction

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December 22, 1989

Personnel Costs

PRINCIPALS AND SCHOOL-LEVEL CLASSIFIED STAFF

YRE principals, secretaries, clerks, cafeteria and custodial staff must extend their work-year from 10 or 11 months to 12 months with a proportionate increase in salary.

In addition to the extended work-year cost, 12-month staff, normally entitled to a month of vacation each year, will require a replacement/substitute when vacation days are taken. Typically, a school maintaining a 4-track YRE calendar has students in attendance for approximately 242-245 days each year; a 12-month principal or secretary would normally have a work year of approximately 225 days.

Since 12-month staff will not be on campus for about 20 days of each instructional year, the need for administrative and service support will incur an expense for replacement/substitute assistance.

NURSES, PSYCHOLOGISTS, CATEGORICAL/COMPENSATORY, SPECIAL EDUCATION AND RELATED SUPPORT STAFF

Since personnel in these categories are normally provided to the district or school in direct proportion to the eligible student population, YRE does not incur an excess cost. To assure that these support services are appropriately provided to students throughout the 12-month calendar, YRE staff may have flexible/modified work year assignments.

EXTENDED WORK-YEAR FOR CENTRAL OFFICE STAFF

While most central office staff in Oxnard, as is the case in most districts of similar size and larger, normally have 12-month assignments, those who did not are presently doing so. Oxnard did not add staff at the central office due to YRE. Because of California's tight financial condition, Oxnard presently has 2 fewer administrators and 6 fewer secretarial/clerical staff than maintained by the district when YRE began in 1976. The district is able to accommodate a reduction in clerical staff in part because attendance accounting is accomplished through a districtwide computer system. Computer systems also provide a wide assortment of other services previously supplied by "staff-power."

An evaluation of year-round schools conducted in 1989 by the Utah State Department of Education and Brigham Young University, and similar cost studies in California, have found that overall **per student** personnel costs for YRE schools are not markedly different than prior to the implementation of the program.

In practice, the inauguration of a new multi-track year-round program may generate additional classroom space and provide opportunities for a reduction in the pupil/teacher ratio, new programs and services, including a computer lab or media center. If YRE is used to reduce class size or to generate space for a library or computer lab, this becomes a **program enhancement** and should not be calculated as an excess cost attributed to the YRE program.

> The long summer vacation from school is an anachronism. The traditional academic calendar made sense for an agricultural society where children were needed for planting in the spring and were free to return to school after the harvest in the fall. But we are no longer a nation of farmers and the year-round schedule better serves the needs of modern society. Research has consistently shown that children lose ground in their educational achievements during a two- or three-month gap in instruction.

Reduced Student Absenteeism

In a four-year study of student absenteeism beginning with the 1981-82 school year and ending with the 1985-86 school year, Oxnard's YRE students averaged fewer days of excused and unexcused absence than students enrolled in the traditional program.

STUDENT ABSENTEEISM
Oxnard School District

	Excused (Funded)	Unexcused (Unfunded)
● Traditional	10.8 days	3.4 days
● YRE students	8.8 days	2.3 days

During this period, California's average, K-8 rate of excused absence was 10.8 days/year with 3.6 days/year of unexcused absence.

Since schools are funded for Average Daily Attendance (ADA), it is financially advantageous to maintain the highest rate of pupil attendance possible -- with the lowest rate of unexcused absence.

Attendance records have indicated for many years that **2%** to **3%** of Oxnard's enrollment, primarily Hispanic students (**73.6%** of the district's total enrollment), join relatives in Mexico or the Southwest for a period of 4 to 6 weeks during the Winter Holiday. Since this is not a peak harvest period for local crops, many Hispanic families have had a long tradition for an extended vacation at this time of year.

YRE provides a unique opportunity for accommodating these vacation absences; Track B typically has a scheduled/intersession vacation break from December 23 through February 2, and Track C has a vacation/intersession break from November 23 through January 1.

Since many of these families are normally involved in various forms of farm labor during the summer, it is not inconvenient for them to have their children in school until the end of July.

YRE, therefore, has provided a major benefit for the students and the school district: a placement on either YRE track B or C provides the potential for a full 180-days of instruction and the District benefits financially from the increased days of student attendance.

Reduced Teacher Absenteeism

The average annual rate of teacher absenteeism during a 4-year period (1981-82 through 1985-86) when the Oxnard School District maintained both traditional and YRE classes indicated that teacher absenteeism was reduced in YRE schools.

● Traditional Teachers:	Average 6.4 days/year
● YRE Teachers:	Average 5.5 days/year

Maintenance Costs

Schools which operate on a YRE multi-track schedule for **240-245** days each year -- essentially every weekday in the 365-day calendar, excluding weekends and holidays -- must be provided the same level of maintenance service as available to schools operating on a traditional September-June school calendar.

Providing such service, however, demands a significant change in the manner in which maintenance work is provided. With no "down-time" during the traditional summer, winter and spring breaks, maintenance projects such as remodeling, carpet and floor tile replacement, painting, plumbing and electrical repairs, resurfacing of asphalt playgrounds, reroofing, and similar work must be completed on a continuing basis throughout the 12-month calendar at times when such work will not disrupt teachers during the instructional day.

As the Oxnard School District made its complete transition from a traditional to a YRE school schedule, there was no increase in maintenance personnel -- all such staff, however, have been assigned to a 12-month workyear. For the past 16 years, the Oxnard School District has provided a quality maintenance program for its YRE schools, but not without a major restructuring of the delivery system.

Many of the major maintenance projects, including exterior and interior painting, are done by contractors through a competitive bidding process. Prior to YRE, the district employed three painters; today, only one remains. Currently, contractors with crews of 12-15 painters complete their work after the instructional day and on weekends. As a result, schools are more frequently painted and at less cost than a 3-painter staff could provide.

Just as hospitals, supermarkets and restaurants, which operate 7-days a week, 12-months a year, must schedule maintenance without operational disruption, schools can do likewise.

When a school is operational all-year long, facilities maintenance may create some unavoidable -- **but manageable** -- inconvenience. Resurfacing an asphalt play area may require the completion of such work in phases to assure some continuing access to the playground. Similarly, when waterlines need repair or replacement, such work is completed in increments and with the assurance that the basic, essential water needs of the school are available in some portion of the building.

Since a YRE school is operational for a period that is about **25% longer** than the traditional school year, it is reasonable to assume that the wear and tear and need for maintenance service would be increased proportionately.

Maintenance costs in Oxnard, Visalia and in a number of other YRE school districts have been determined to increase in a manner similar to that of utility costs. That is, the increased cost of maintenance at the year-round school results from the need to operate the entire school for an additional **55-60** days per year.

In order to evaluate the additional cost of a year-round school, a formula for maintenance costs was developed by the **Visalia Unified School District**. It should be noted that while the cost of maintenance increases when the schools operational year is extended from 185 days to 240 days, the "Maintenance Cost Per Square Foot Per Day" remains the same.

"People very frequently don't know what they want until they see what they don't want."

MAINTENANCE COSTS IN A TRADITIONAL AND YRE SCHOOL
Visalia Unified School District

Annual Days of Operation		Maintenance Cost Per Sq. Ft. Per Day		Total Sq. Ft. in School		Annual Maintenance Cost
			Traditional School			
185	X	.006947	X	25,960	=	$33,364
			Year-Round School			
240	X	.006947	X	25,960	=	$43,283

There has also been a significant reduction in burglary and vandalism loss/cost during the past 16 years at Oxnard's YRE schools. Prior to the 1976-77 school year, the District had been experiencing an annual loss of about **$80,000** due to burglary and vandalism. In more recent years, such losses have ranged from **$10,000** to **$20,000** per year.

This reduction in burglary/vandalism/graffiti expense can reasonably be attributed to the fact that school custodians are now assigned at YRE schools until midnight each school day, 12-months a year. Oxnard's schools are no longer attractive targets for the type of mischief which was commonplace when buildings were unoccupied from June to September.

When the increased student enrollment and the increased number of school days are factored with the annual cost of maintenance, it has been generally found that maintenance costs have not increased significantly because of YRE.

Grounds Maintenance Costs

Except as required for new school sites within the Oxnard School District, YRE has not incurred a need to increase the assignment formula for grounds maintenance staff. Since the need to maintain school grounds and landscaping has always been a year-round responsibility, grounds staff have normally held 12-month work assignments.

With school grounds incurring heavy, year-round use, the district has recognized the convenience and cost-effectiveness of an automatic irrigation system which operates only at night or on weekends with no disruption to the school's operation.

In order to get maximum utilization of grounds staff, some are assigned to a Tuesday-Saturday work-week. Such a schedule more easily accommodates necessary fumigation, pesticide application and fertilization, including disruptive mowing adjacent to classrooms.

Experience has indicated that where certain play areas are heavily used year-long, the turf may need renovation and a "breather." In such cases, school staff is called upon to rotate play areas which incur a concentration of student activity.

Custodial Costs

Like maintenance services, the continuous, multi-track year-round schedule requires a new set of techniques and strategies to assure a cost-effective and efficient custodial program.

No longer can deep-cleaning be scheduled for the summer months and the spring and winter breaks: these breaks no longer exist.

Prior to YRE, the Oxnard School District assigned custodial staff to schools based upon a custodial staffing allocation formula which considered area measurement, the cleaning tasks, the number of staff and other unique characteristics of a school.

This custodial allocation formula did not change when YRE was implemented; custodial staff, however, had their duty year extended in all instances to 12 months. The duty day of the custodial staff also changed: each school was assigned one day custodian, possibly two depending upon school size; all others had daily assignments extending from 3 PM through midnight each day.

To assure a consistent, quality cleaning schedule in YRE schools, the district has implemented a **"block-cleaning plan"**. Block cleaning has been an effective, flexible solution for both routine and deep cleaning in a YRE setting when schools are almost never closed.

Except for the day custodian, whose work schedule remains essentially the same as during the traditional school year, night custodians are assigned to an area of the school campus which is divided into four blocks -- A, B, C, and D. Within each block some "cursory" tasks are completed daily, including thorough cleaning of restrooms, cafeteria/kitchen area. All other "detail"/deep-cleaning tasks, such as stripping and waxing floors, shampooing carpets and window washing, are completed by a block rotation schedule on a weekly, monthly or quarterly basis.

The district's 12-month custodial staff is presently serving up to one-third more students at their schools with a quality of service which is as high, if not higher, than previously provided in the traditional year format.

The district has determined that the cost for custodial services (personnel and supplies) per student per year for the YRE program is essentially the same as it was for the traditional school-year program.

Utility Costs

During the years when the Oxnard School District maintained both traditional and YRE schools, utility cost comparisons indicated that the annual cost increase for all utilities in YRE schools was directly proportionate to the 60-day increase in a school's operation.

A similar finding was determined in a statewide evaluation of year-round schools completed in 1989 by the Utah State Office of Education.

In a comparison of YRE and traditional schools, the Utah study found that "per student utility costs are roughly constant."

One of the most comprehensive analysis of utility costs in the traditional and YRE schedule has been conducted by the Visalia Unified School District. This study determined the "Combined Utility Cost Per Square Foot Per Day" to be **$.0053216.** the "Annual Combined Utility Cost" for a **25,960** square foot elementary school operating a 185-day traditional school year was **$25,558**. When the same school operated on a 240-day YRE schedule, the only difference in the "Annual Combined Utility Cost" was a proportionate cost increase resulting from the addition of 55 days of school operation.

UTILITY COSTS IN A TRADITIONAL AND YRE SCHOOL
Visalia Unified School District

Annual Days of Operation		Combined Utility Costs Per Sq.Ft. Per Day		Total Sq. Ft. In School		Annual Combined Utility Cost
			Traditional School			
185	X	$.0053216	X	$25,960	=	$25,558
			Year-Round School			
240	X	$.0053216	X	$25,960	=	$33,156

Transportation Program Costs

While Oxnard's transportation-related costs, salaries, equipment and lease agreements, have incurred the normal inflationary increases over the years, YRE has not caused an increase in the daily cost of transporting a student to and from school.

If all **2,700** transported students in the Oxnard School District required bus service from September through June, **36** buses would be required. When these students are spread through 12 months, only **30** buses are needed. Since it costs **$50,000** to operate a bus for a 9-month school year, 6 fewer buses ($300,000) covers the expense for maintaining bus services during June, July and August. During the 1990-91 school year, Oxnard's student busing cost totalled $1.9 million -- or **$2.93 per student per day**. If the district bused all 2,700 students during a 180-day traditional school year, the cost per student per day would remain essentially the same.

Data derived from an analysis of transportation costs in the Visalia Unified School District revealed that these costs, as in Oxnard, remain constant in both the year-round and traditional school settings.

Visalia transports an average of **5,060** students each day and has a total enrollment of **18,252**. An average of **27.7%** of the district's enrollment is transported daily. The daily cost of transporting one student is **$1.8618**. The following chart demonstrates that transportation costs will remain essentially constant in either a YRE or traditional school setting.

PAY NOW; PAY LATER

"If we don't pay now, we'll pay later on for the social and economic fallout that will result if we fail to meet the educational needs of all children."

Ernest Boyer, President
Carnegie Foundation for the
Advancement of Teaching

TRANSPORTATION COSTS FOR A TRADITIONAL AND YRE SCHOOL
Visalia Unified School District

% of Students Transported		Daily Attendance		Annual Days of Operation		Cost Per Student Transported		Annual Transportation Costs
				Traditional School				
.277	X	600	X	180	X	$1.8618	=	$55,698
				Year-Round School				
.277	X	450 (600 x .75)	X	240	X	$1.8618	=	$55,698

It should be noted that in Visalia's year-round program, only 75% of the students attend school at any given time.

This study indicates that the cost of transporting students is the same in both settings due to the reduced number of students being transported at any time. The rate of reduction in the number of students being transported on a daily basis is equal to the increased number of days of operation.

Cost of Maintaining the School Lunch Program

The Oxnard School District maintains a school lunch program which is "cost-efficient" from funds of the cafeteria account. A full program of cafeteria services is provided throughout the 12-month calendar when students are present.

Lunches cost $1.50 for students at all grade levels. When Oxnard's schools were converted to YRE with an average 20% increase in student enrollment, a school's cafeteria staff generally remained the same with a workyear extended to 12-months. While food costs and labor costs have increased over the years, YRE has not contributed to an increase in lunch cost nor has the labor cost per lunch increased as a result of YRE. About 1/2 of the cost of a student lunch has consistently been labor; during the 1991-92, school year, the labor cost per meal is **76 cents**. Oxnard, like most California districts, does not supplement the Cafeteria Account from the General Fund budget. The cost of a school lunch (labor, utilities, food and supplies), should not be any greater in a YRE program than in a traditional schedule. The cost for producing a student lunch, likewise, shouldn't vary significantly for a group of 500 or 2000 students, or whether those lunches are served in September or July.

To assure that the school lunch program is cost-efficient and self-supporting, it is important that the proportion of the cost of a lunch assigned to labor, food, serving supplies, utilities and equipment expense be monitored carefully.

REPLICATE WHAT WORKS!

Material and Supply Costs

Since classroom materials and supplies are generally based on a dollar value per student, they remain constant in the year-round and traditional schools as long as the student population is equal in both school settings.

Oxnard and other YRE districts; however, are experiencing a significant cost savings generated from a more efficient use of texts, and the related "tools" of instruction.

When 4 classes occupy 3 classrooms on a rotational basis, there is no need for a full, fourth complement of reference and library materials, maps, globes, science kits, classroom computers, other instructional equipment, including textbooks.

YRE Mobile Storage Cabinets

A one-time cost associated with the implementation of a multi-track YRE program is the acquisition of mobile storage cabinets. To assist teachers and students with the storage and movement of their personal gear, such as workbooks, crayons, pencils, etc., each YRE teacher should be provided with a mobile storage cabinet which can be moved from the classroom to a holding area at the school when the class is on vacation/intersession. These cabinets must be of sturdy construction with "industrial-strength" casters to withstand the jarring which typically occurs when the cabinets are moved over doorway thresholds. Cabinets used in the Oxnard School District are 55" high x 28" deep and 48" long with a 1000 pound load capacity -- and are commercially-acquired at approximately $600 each.

PRISONS OR SCHOOLS?

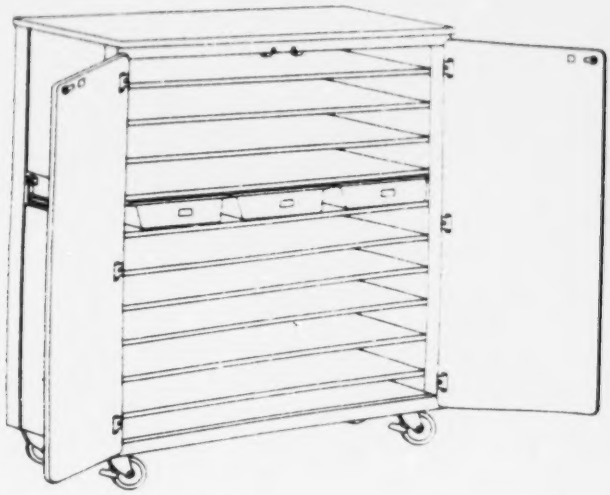
"We are forty-third out of fifty states in the amount we spend on public education.

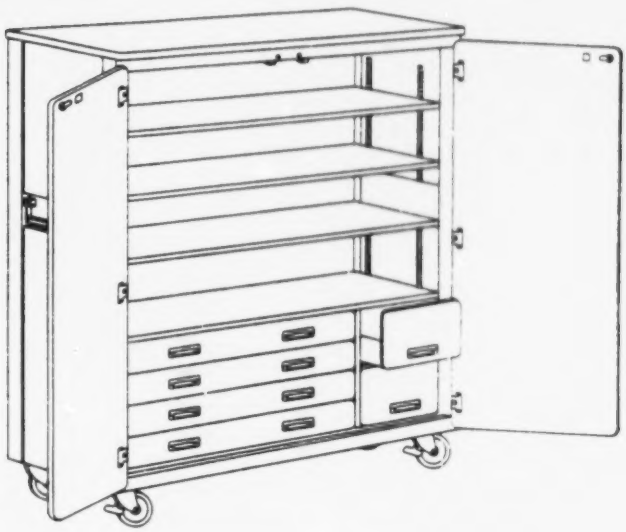
"We are fourth out of fifty states in the amount we spend on criminal justice.

"If we invest in education, we might need less funding for criminal justice."

California Assemblywoman Delaine Eastin
Sacramento
March 6, 1990

YEAR-ROUND CLASSROOM CABINETS





OPERATIONAL COSTS SUMMARIZED

When all the costs associated with an extension of a school's operational year by 60 days are totalled (assuming there is no padding of programs and service beyond those provided in the traditional school year) and that dollar amount is divided by the increased enrollment count, the operational costs for a multi-track YRE school should be equal to or less than comparable traditional year **costs per student per year -- if the capacity usage of the school is at 115% or greater than permitted by the traditional school calendar.**

There is no meaningful value in a comparative analysis of the operational costs of YRE and the traditional school year which is not based upon **increased capacity usage** and the **cost per student per year** for comparable services/programs.

Of course multi-track YRE costs more when a school is loaded to its capacity and operates on a multi-track calendar 240-245 days a year, but on a **cost per student per year basis** -- which is the only legitimate cost comparison -- YRE has been proven time and again to be cost-effective.

YRE MAY ALSO BE A MEANS TO ADDRESS ANOTHER NATIONAL CRISIS: STRUCTURALLY UNSOUND, UNSAFE, OBSOLETE SCHOOL BUILDINGS

"Wolves at the Schoolhouse Door, An Investigation of the Condition of Public School Buildings," a shocking report published in 1989, found that a quarter of the nation's school buildings are structurally unsound and a threat to children's safety and more than half are in such poor condition that major repair cannot be overlooked much longer.

One-fifth of the nation's schools were constructed more than 50 years ago, the study found. Nearly two-thirds were built in the 1950s and 1960s, "generally a time of rapid and cheap construction .... Many construction experts say the buildings were intended to last only about 30 years. If so, their time is up."

The replacement cost for these sub-standard school buildings has been estimated at **$422 billion.** In addition, there is a need for **$84 billion** in new or retrofitting construction and **$41 million** in maintenance and building repairs.

A study released in November, 1991 by the American Association of School Administrators, **"Schoolhouse in the Red: Cutting Our Losses,"** shows nearly 5 million students attend class in 13,200 schools with structural and environmental hazards, substandard mechanical systems and suffering from old age.

The same study indicated that the deferred maintenance price tag for schools keeps growing. It was **$25 billion** in 1983, **$41 billion** in 1988, and has grown to **$100 billion** in 1991.

There is an increasing national consensus that the condition of our capital infrastructure -- our school buildings -- is being totally ignored.

While there is no question that the acute shortage of funds to build new schools for our burgeoning student population is a national crisis of the **first order**; the fact that one-quarter of our nation's schools are in a **state of arrested decay** simply has to be a national crisis of the **second order**.

It is entirely possible that some districts with such unsafe, unsound and obsolete school buildings might retire such facilities and accommodate their students in more adequate schools with enhanced capacity made possible by a multi-track YRE program.

EDUCATION WEEK

School-Building Inventory Finds 1 in 8 Inadequate

Escalating 'Bricks-and-Mortar' Cost: The Problem Nobody Wants

Bricks and Mortar: Vast Ills but Few Remedies

School Facilities: Survey Finds 'Attitude of Neglect'

April, 1990

California classrooms in crisis

They're overcrowded, crumbling, and in dire need of a consistent, comprehensive funding source.

EDCAL/October 1, 1990

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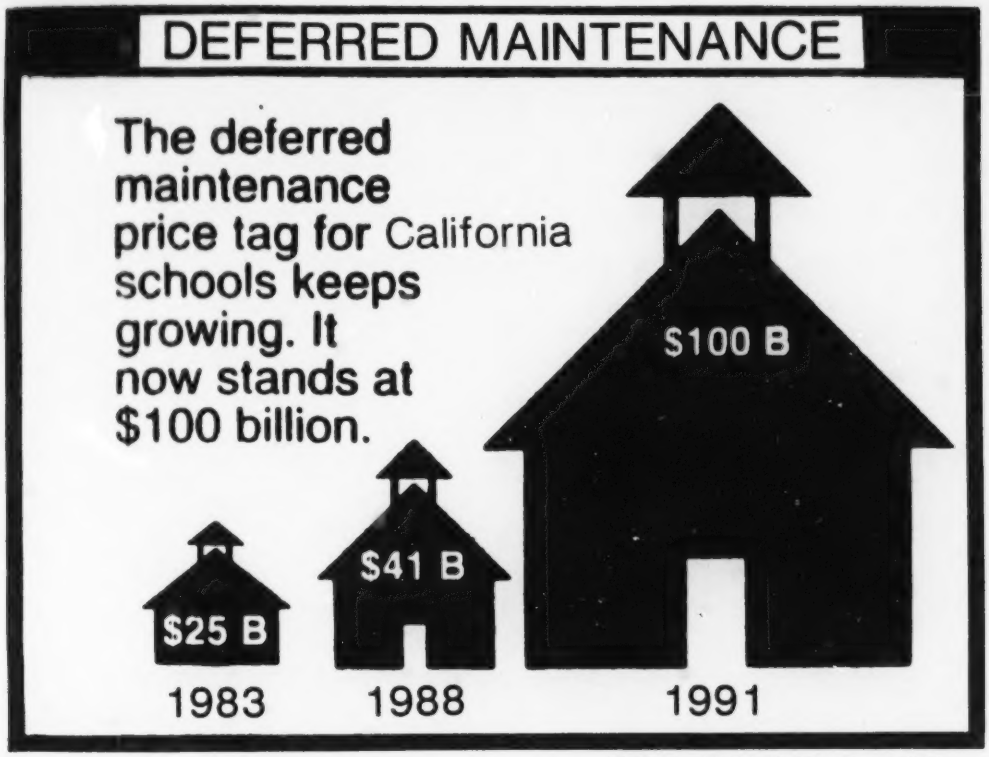
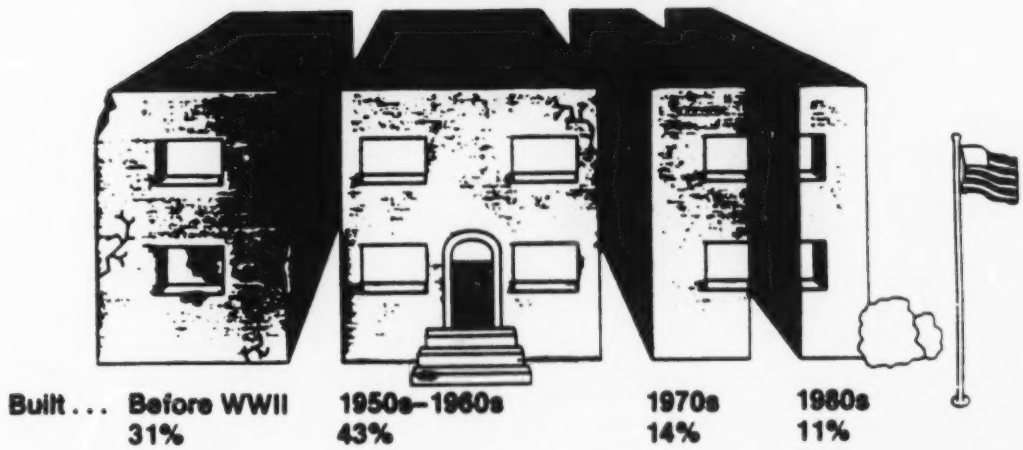


EDCAL, NOVEMBER 25, 1991

School funds slip through cracks of aging buildings

Aging American Schools



THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS *November 30, 1991*

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REDUCING CLASS SIZE WITH YRE

While a multi-track YRE program is usually implemented in districts with a need to generate additional enrollment capacity, the program can also be utilized to reduce class size without creating a need for additional classrooms.

For example, in a typical situation, a school designed for 24 pupils per classroom was overcrowded with an average of 32 per class. Going "60-20" made it possible to cut the class size back to the more desirable 24 pupils without constructing new additions or a new school.

While capital costs can be avoided in this example, instructional costs, i.e. additional teachers, will escalate from the 32-to-1 the more expensive 24-to-1 base. The year-round plan did not create the increase in instructional costs, but merely made the improved pupil-teacher ratio possible.

UTILIZING YRE TO REDUCE CLASS SIZE WITHOUT GENERATING A NEED FOR ADDITIONAL CLASSROOMS

A Theoretical Example

TRADITIONAL K-6 SCHOOL

1. Number of Students: 672
2. Number of Classes/Teachers: 21
3. Average Class Size: 32
4. Number of Classrooms Needed: 21

	K	1	2	3	4	5	6	Total
Classes	32 32 32	32 32 32	32 32 32	32 32 32	32 32 32	32 32 32	32 32 32	224 224 224
Total	96	96	96	96	96	96	96	672

YRE (4-TRACK) K-6 SCHOOL

1. Number of Students: 672
2. Number of Classes/Teachers: 28
3. Average Class Size: 24
4. Number of Classrooms Needed: 21

		K	1	2	3	4	5	6	Total
Classes/ Tracks	A	24	24	24	24	24	24	24	168
	B	24	24	24	24	24	24	24	168
	C	24	24	24	24	24	24	24	168
	D	24	24	24	24	24	24	24	168
Total		96	96	96	96	96	96	96	672

$400 MILLION TO REDUCE CLASS SIZE BY ONE STUDENT

Senator LeRoy Greene:

- We must replace 2% of all the facilities every year just to cover our present school population. When we add in the growth, we will need approximately $2.3 billion per year and the maximum we have had is $800 million.
- Senator Greene also noted the cost of $400 million to reduce class size by one student in each classroom statewide. He felt we needed to provide opportunities for local communities to get back in the picture. The State cannot provide all the funding necessary and local communities will have to assume more of that responsibility.

ACSA STATE SUPERINTENDENCY COMMITTEE
November 1, 1990
ACSA Office - Sacramento

YEAR-ROUND SCHOOLS

AN EDUCATION PROGRAM
NOT JUST FOR SPACE
BUT
SPACE-AGE LEARNING

THE STATE'S INTEREST IN YEAR-ROUND SCHOOLS

California Governor Deukmejian on YRE

In a strong statement on year-round education, Deukmejian said, "First, we will provide strong financial incentives to districts which adopt a year-round school program, including special per student payments and first-call on school construction bond funds. **It is simply inexcusable and wasteful to allow school facilities to sit idle and unused for up to three months per year.**

The California legislature has indicated that the state's primary interest in year-round education is its potential for reducing school districts' demands for limited state resources to construct new school facilities. Year-round school provides a more intensive use of existing facilities, thereby expanding the capacity of a school site, and commensurately reducing the need for new facilities. In approving AB 87 (YRE Incentive Funds) in 1990, the Governor and legislature have stated with a significant financial commitment that YRE should be an essential component of any state program to assist school districts in meeting their school facility needs. This legislation provides funding to YRE schools in three categories: (1) Air conditioning, (2) Implementation/Planning Grants, and (3) Operational Grants.

While the air conditioning and implementation/planning grants are critically important one-time grants for districts preparing for the implementation of multi-track YRE programs, the operational grants are non-competitive, continuing incentives for districts which can meet three criteria: (1) document substantial projected overcrowding, (2) commit to the operation of a multi-track YRE program to increase the capacity of the district, and (3) be eligible for state construction funding if it was not operating on a year-round basis.

AB 87: YRE Operational Grants

The amount of the YRE Operational Grant is equal to: (a) the number of excess pupils housed at a school beyond its traditional-year capacity; times (b) the assumed state cost avoided per pupil of $1,151 (construction, land, including relocating expense, and interest saved by the State in bond revenues); times (c) 50%-90%, depending upon the percentage of pupils certified to be in excess capacity.

% of Pupils Housed in Excess of a School's Capacity Based upon State Loading Standards	% of Payment	"COST AVOIDED" per Excess Student	Funding per Excess Student
0 - 5%	0	$1,151	0
5% - 10%	50%	1,151	$ 575.50
10% - 15%	67%	1,151	771.17
15% - 20%	75%	1,151	863.25
20% - 25%	85%	1,151	978.35
25% +	90%	1,151	1,035.90

AB 87: YRE INCENTIVE FUNDING PROGRAM

[Approved by Governor September 22, 1990. Filed with Secretary of State September 25, 1990.]

AB 87, O'Connell (D-Carpinteria), was passed by the Legislature on a bipartisan vote and signed by the governor.

The measure deals with the Year-Round Incentive Payment Program and would appropriate $27 for the incentive payments. The bill would also:

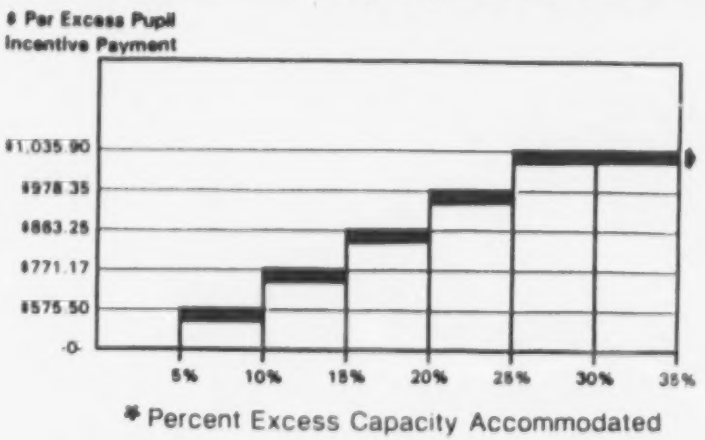
- Eliminate any "double-dipping" whereby school districts that received YRE incentive funding had been eligible to also receive state building funds for the same students.
- Establish the "costs avoided by not building a school" at $1,151 per pupil in excess of capacity, which would be recalculated in 1992-93 to reflect statewide average costs.
- Repeal the two existing YRE incentive payments, replacing them with two new grants for implementation and operation:

a) The implementation grant would be a one-time grant of $25 per pupil up to a maximum of $100,000 per school site for planning to operate a school site on a year-round calendar.

b) The operational grant would be based on a formula which calculates the district's share of the savings from its "costs avoided" based on the district's percentage of pupils housed in excess of capacity. A district with 5 percent excess would receive 50 percent, while districts with 25 percent excess would receive 90 percent.

- Allow districts to apply for funding for air conditioning in year-round schools in the year prior to operating on year-round. The June school construction bond reserved $40 million for air conditioning.
- Allow districts to be "held harmless" for the 1990-91 fiscal year, so districts would receive the same amount of funding they received in 1989-90. The new operational grant formula would be used to fund all sites which begin operating after 1989-90.

Relationship Between AB 87 (1990) YRE Incentive (Operational Grant) Payment and Level of Excess Capacity Accommodated *



* *Excess capacity accommodated:* The number of additional pupils accommodated in a school in excess of its traditional (nine-month calendar) capacity, expressed as a percentage of this traditional capacity.

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COST AVOIDANCE WITH YRE: HOW MUCH?

Statewide Perspective

According to the California Department of Education, school districts applying for AB 87 operational grants have given up 52,980 square feet in construction eligibility in the State Building Program. A total of $49.7 million was apportioned for the 1991-92 school year to 37 districts for 272 multi-tracked year-round schools. **This is a significant amount of square footage which would have resulted in a need for 80 new schools and 800 acres of land if these schools were not using year-round calendars. The total state cost for these schools would have been nearly $500 million in 1992 dollars.**

In addition, 103 districts have applied for implementation funds for 1992-93 to convert 384 schools with 322,238 pupils to multi-track year-round calendars. **This is equal to an additional $500 million in school construction costs which the state will avoid if all of these schools are converted.**

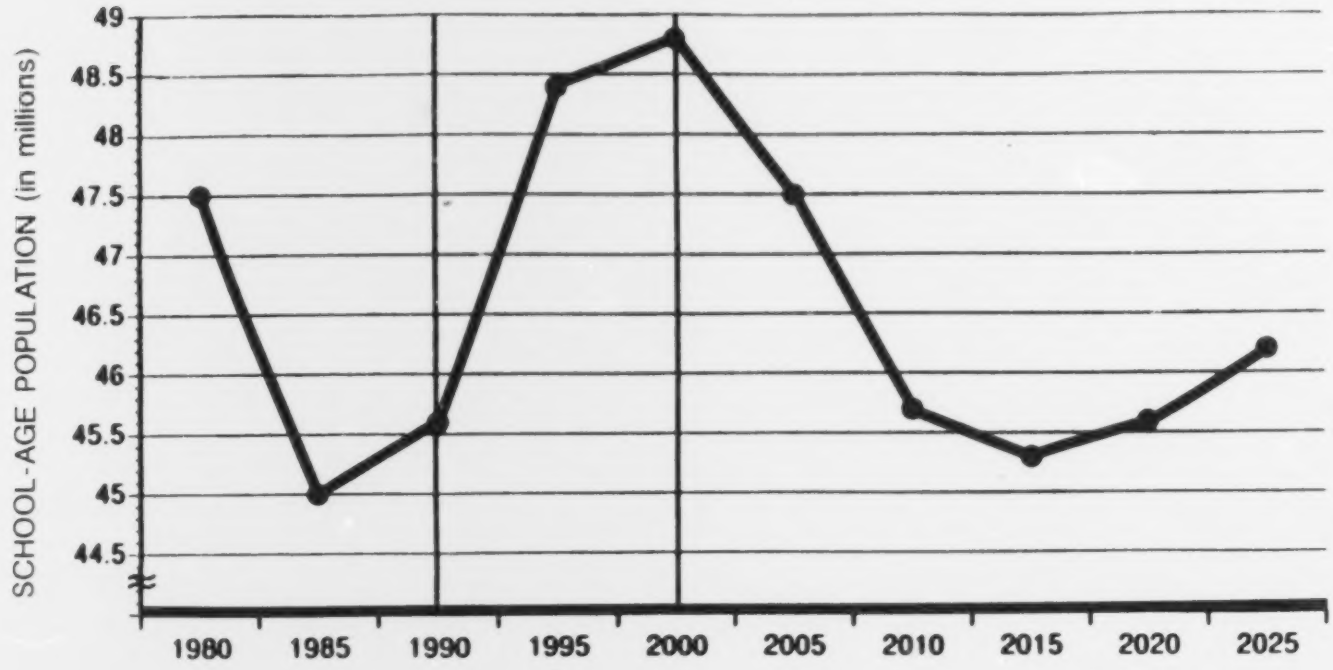
Y.R.E. LETTER
Post Office Box 15204
Sacramento, CA 95851-0204

May/June, 1992

"IF WE'RE DOING IT THE WAY WE'VE ALWAYS DONE IT, WE'RE DOING IT WRONG."

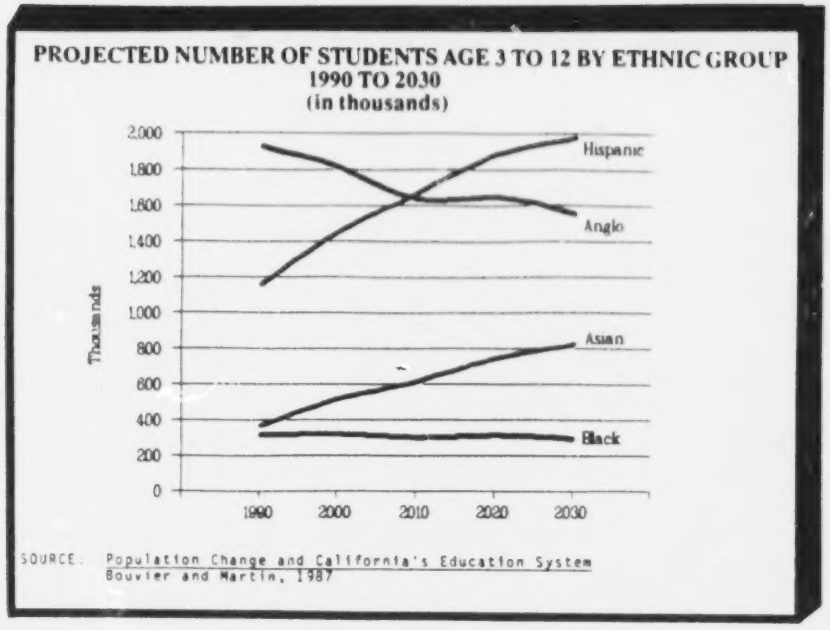
CHARLES KETTERING

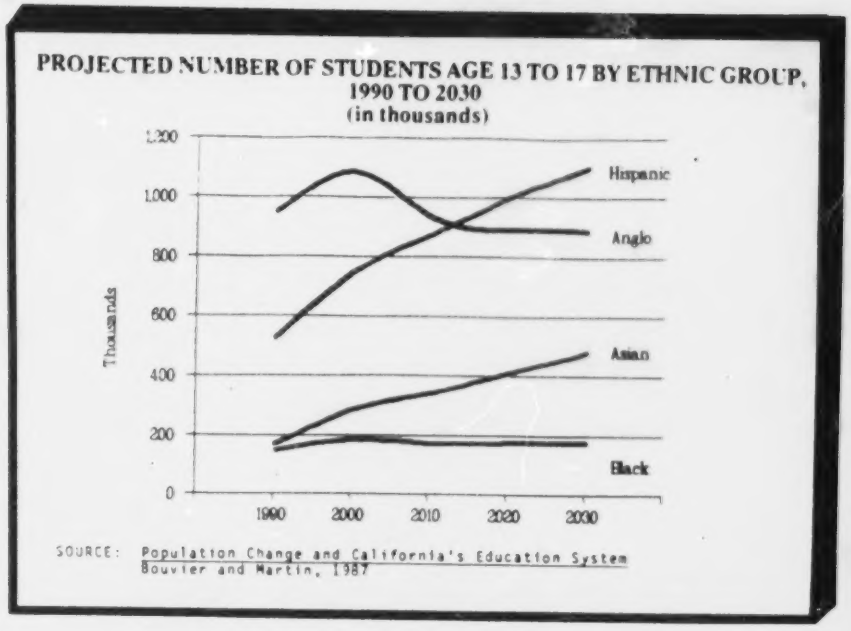
Estimates and Projections of the Total School-Age Population of the United States for Selected Years: 1980 to 2025



Sources: Statistical Abstract of the United States 1989;
U.S. Bureau of the Census, "Current Population Reports" 1989

CALIFORNIA'S FUTURE POPULATION





PROJECTED NUMBER OF STUDENTS AGE 3 TO 12 BY ETHNIC GROUP
1990 TO 2030
(in thousands)

Year	Anglo	Black	Hispanic	Asian	TOTAL All Groups
1990	1,925	314	1,155	366	3,760
2000	1,813	320	1,452	518	4,103
2010	1,635	308	1,671	617	4,231
2020	1,647	316	1,889	746	4,598
2030	1,551	304	1,980	825	4,660

PROJECTED NUMBER OF STUDENTS AGE 13 TO 17 BY ETHNIC GROUP,
1990 TO 2030
(in thousands)

Year	Anglo	Black	Hispanic	Asian	TOTAL All Groups
1990	948	147	525	169	1,789
2000	1,087	186	746	283	2,302
2010	939	173	874	342	2,328
2020	892	173	1,000	410	2,475
2030	891	175	1,102	477	2,645

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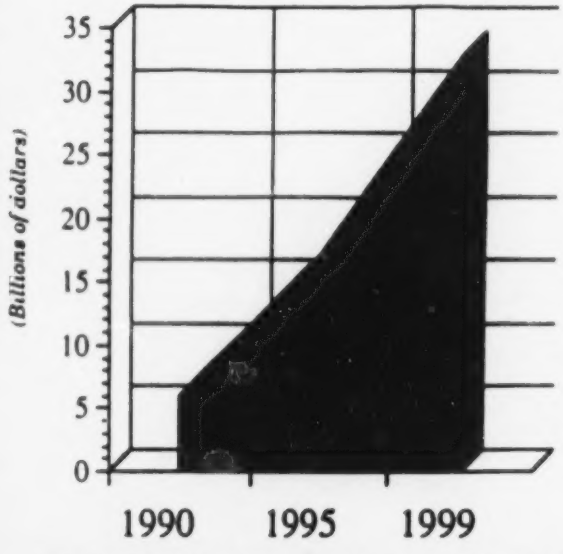
A costly crisis

Amount needed statewide for new and refurbished facilities, 1990-1999



Currently, California schools need $6 billion for school construction and rehabilitation. That figure is expected to rise to $16.97 billion by 1995, and jump to more than $33 billion by 1999. The annual need will be more than $3.4 billion over the next 10 years.

Source: State Department of Education, September 1990

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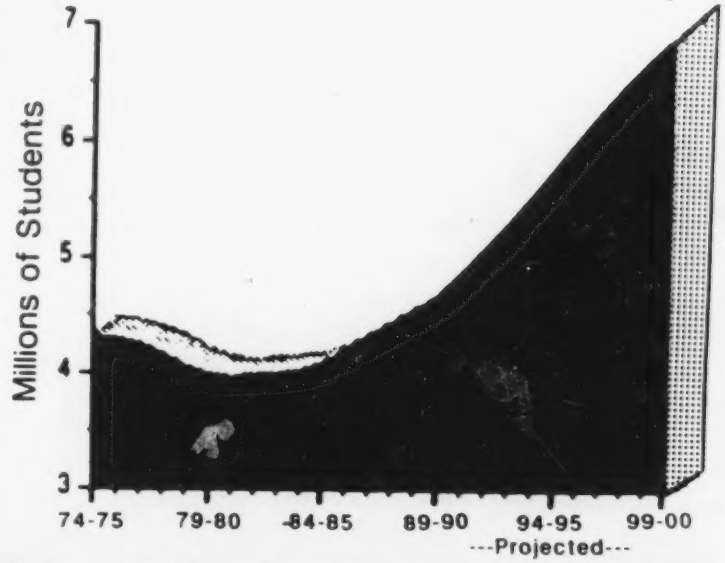
K-12 Enrollments 1974-75 to 1999-00



Data: California Department of Finance

November, 1990

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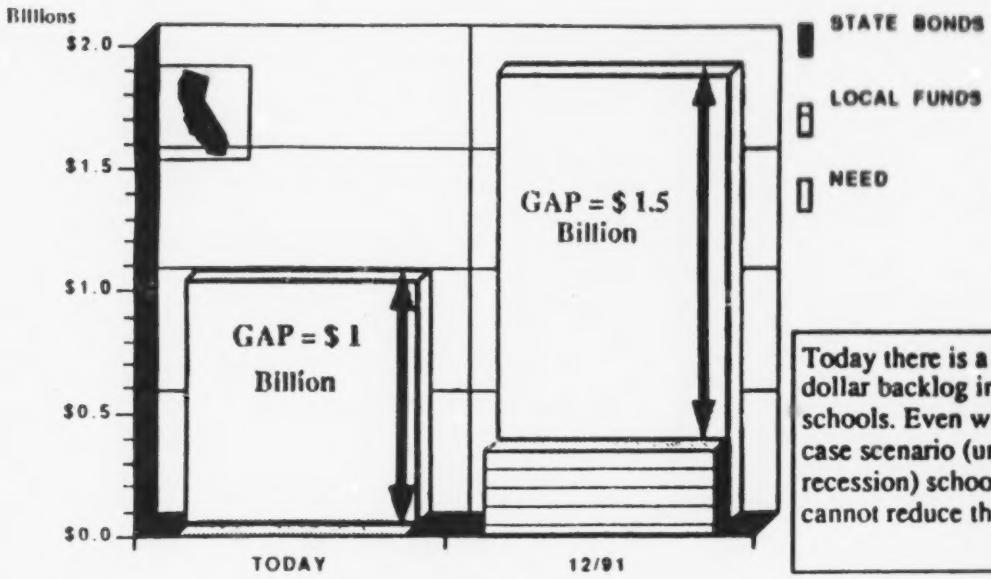
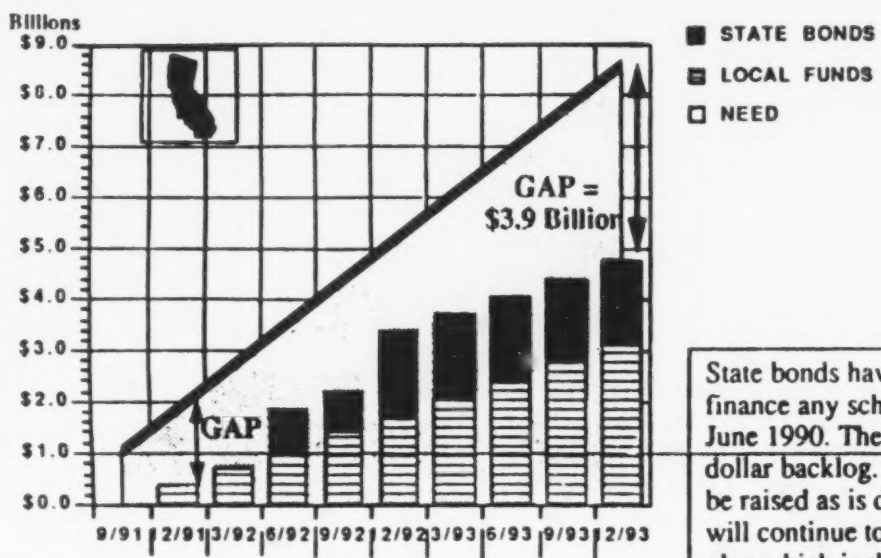
CALIFORNIA'S STAGGERING NEED FOR SCHOOLS



Today there is a one billion dollar backlog in unbuilt schools. Even with a best case scenario (unlikely in a recession) school districts cannot reduce that backlog.

California Department of Education, September 3, 1991



State bonds have not been able to finance any schools proposed since June 1990. There is now a billion dollar backlog. If funds continue to be raised as is done now, the gap will continue to grow. We need a plan which includes local bonds and more state bonds.

California Department of Education, September 3, 1991

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AVOIDANCE OF CAPITAL COSTS

In 1976, with schools loaded to near capacity, Oxnard initiated a multi-track YRE program at 2 schools to absorb a 2-4% annual enrollment increase. As that rate of enrollment growth continued in subsequent years, other schools were added to the YRE schedule. Doing so, YRE generated enough additional classroom capacity to avoid the need for any new school facilities for **6 years.** As the 1990-91 school year began, the Oxnard School District had an enrollment of approximately **12,200 students** -- **1,850 students beyond** the district's maximum traditional year enrollment capacity of 10,350 students. By 1990, there was an increase in capacity usage at existing school facilities by about 20% -- without loss of instructional days or increase in class size -- with an **avoided cost** of approximately **$20 million** for two 925-student elementary schools.

Since all students, grades K-8, are currently assigned to the 60-20 multi-track YRE calendar, the District can accommodate this increased enrollment without an overloading of classes and schools -- and still maintain the same quality instructional programs and student services as provided in the traditional September through June school year.

It is obvious that such economy and efficiency of school capacity utilization will be commonplace throughout the nation as enrollments continue to climb through this decade, as projected by the U.S. Bureau of the Census.

Currently, California schools need **$6 billion** for school construction and rehabilitation. That figure is expected to rise to **$16.97 billion** by 1995, and jump to more than **$33 billion** by 1999. The annual need will be more than **$3.4 billion** over the next 10 years.

Those who have responsibility for a district's school building program may find that a multi-track YRE schedule could save the local or state taxpayers billions of dollars by not **overbuilding** schools. While projections indicate that K-12 enrollments will continue to rise in California through the year 2030, the unique demographic composition of a community may indicate an enrollment decline by the end of this decade. The U.S. Bureau of the Census predicts that the nation's enrollment bulge will peak at about the year 2000, and then sharply decline until about the year 2015 when enrollment growth will resume with moderate annual increases.

While local demographics will influence the growth or decrease in student enrollment, school planners can ill-afford not to make thorough, well-documented projections of enrollment growth for the next 10-20 years. If, by coincidence, a community reflects the national projections, building schools for the year 2000 peak enrollment could be disastrous. A multi-track schedule could accommodate the growth years and, as enrollments decline following the year 2000, the multi-track schedule could be conveniently and efficiently converted to a single-track schedule, possibly -- assuming appropriate funding -- with a longer school year.

Theoretical School Capacity

The **theoretical** (maximum-possible) **capacity** of the **traditional** school, as shown by **Scheduling Example III,** is **570 students** and assumes that each of the **21 classes** is loaded to its full seating capacity at **25** students in primary grades and **30** students in upper grades.

The **theoretical capacity** increase generated by a **four-track YRE** calendar, as shown by **Scheduling Example IV,** assumes that

- Three YRE tracks **(570 students)** are always in session and one track **(190 students)** is always on vacation. A **20-classroom** traditional school, loaded to its capacity with **570 students**, can be converted to a four-track schedule with a theoretical **33%** increase in seating capacity -- from **570** to **760 students**.

- All seats in each of the four YRE tracks are fully utilized with continuous enrollment for the full 180-day instructional year. The theoretical one-third increase in a school's seating capacity which may be attributed to a 4-track YRE program, therefore, assumes that every seat within the school is being used at a **133% rate of efficiency** for 180 school days.

FACTORS WHICH LIMIT THEORETICAL CAPACITY

In practical terms, it is totally unrealistic to expect a maximum, theoretical **133%** utilization of a school's seating capacity with a four-track YRE program (or a **150%** seat utilization in a three-track YRE calendar, or a **125%** seat utilization in a five-track YRE calendar) for the following reasons:

● Special Classes and Programs

Any alternative use of a YRE multi-track classroom that prevents the rotation of four classes through three classrooms will reduce the **133%** potential for seating capacity.

When a school has a classroom count in multiples of 3 (i.e. 21, 24, 27, 30), each unit of three classrooms in a four-track YRE configuration provides seating capacity for four classes of students. If a school maintains 23 classrooms, for example, 21 will accommodate rotation and two are unable to function in the rotation system which generates a **30%** increase in seating capacity, not the **33%** when all classrooms can operate on a rotation system.

Since some classes, i.e. **special education** and **compensatory education** and **remedial classes**, may require a reduced class size of 12 to 15 students, the number of such classes within a school will significantly reduce theoretical capacity use if that capacity is based upon a full loading of "regular" students per class.

In California, as well as other states, **bilingual classes** must be provided to a substantial portion of the student population. In a YRE district, this need is likely accommodated on one or two tracks in order to make the best utilization of a limited supply of qualified staff with bilingual teacher certification. Efficient scheduling of bilingual classes and the maintenance of racially/ethnically balanced classes are significant variables which tend to reduce the possibility of achieving the theoretical (maximum possible) loading of classes within a multi-track YRE program.

Scheduling Siblings to a Common Track

Securing full utilization of available seating capacity is considerably easier to accomplish in a traditional calendar than in the four-track YRE calendar.

If a family needs to enroll five children, which may require assignments to a second, third, fourth, fifth, and a sixth-grade class, available seats will likely be more easily found in one of several classes offered at each grade level in a traditional school. In a four-track YRE program, where there is likely one class per grade-level per track, it is often difficult, especially for mid-year enrollees, to find appropriate grade-level assignments for multiple siblings on a common YRE track -- which is California statute requirement.

While the school may have seats available for these children on different tracks, the need to assure each child a common family track assignment may require that they be assigned to another school with a common-track seating capacity. Experience has indicated that parents are often willing to accept different track assignments until student mobility permits a common track assignment.

If one could arbitrarily assign siblings of a family to classes with available seating capacity without regard to a common track placement, it is reasonable to assume that YRE classes could be loaded to their capacity as easily as loading classes in a traditional calendar format. When there are several classes per grade level, as is typical in a traditional school program, it is much easier to fill classes to their enrollment capacity. Experience has indicated that parents are often willing to accept different track assignments until student mobility permits a common track assignment.

Need for Summer School/Intersession Classrooms

Since a multi-track YRE program has no "down time" during the summer to provide the traditional summer school program, YRE schools must offer **"summer school"** -- or **intersession programs** -- during their multiple vacation periods. To accommodate intersession classes, there will be a need to reserve one or more classrooms for such use, thus incurring a further reduction in the theoretical capacity of a school. When student enrollment demands that all available classrooms be utilized to their full capacity in a multi-track format, a school may not have the opportunity to provide an intersession program.

Storage for Mobile Cabinets

Mobile cabinets with sturdy castors are generally considered a basic necessity for all classes scheduled within a multi-track YRE program. These cabinets must provide adequate storage for the personal material belonging to the teacher and the students during the vacation/intersession breaks. A YRE multi-track school would need to have an area to store cabinets for **one-fourth** of the teaching staff at one time. Since most of our schools were constructed with little, if any, space for such cabinet storage, some YRE schools have found it necessary to place "off-track" storage cabinets in a classroom reserved for this purpose, in a cafeteria, or, as in some districts, in ocean cargo containers. If a regular classroom is taken for this use, there will be a proportionate reduction in the school's theoretical YRE capacity.

PROGRAMMING TRADITIONAL AND 4-TRACK YRE CLASSES

To better understand the logistics involved in scheduling classes in a traditional elementary school and a 4-track YRE elementary school, it is helpful to analyze several hypothetical scheduling plans.

These plans will clearly illustrate how a four-track system actually becomes four **schools-within-a-school**.

In a traditional school, all students are assigned to as many K-6 classes as needed. A school of **570 students**, for example, might reasonably have **three classes for each grade-level.**

In a YRE multi-track school with an enrollment of **760 students**, for example, there would be a need to distribute these students equally by grade and numerical count to each of the four tracks. In an elementary school with **760 students, 190 students** would be scheduled in each of the four tracks; three of these tracks would always be in session, one track would always be on vacation -- or intersession.

Enrollment count is a critically significant variable in scheduling YRE classes; the larger this count, the easier it is to program classes. And, the lower the enrollment count, the greater the likelihood that **combination classes** will be needed to keep class sizes at a cost-efficient level.

The following examples illustrate the impact that **enrollment count** has on the scheduling of traditional and YRE classes and the **increased enrollment capacity** which can be generated by multi-track YRE programs.

To suggest that the traditional, agrarian school calendar may be obsolete or harmful is like hinting that mom's apple pie is laced with arsenic.

It is enshrined in neither the Ten Commandments nor the Constitution.

It could, therefore, be changed, and, indeed is changing!

Scheduling Example I

K-6 School of 16 Classrooms with 440 Students

TRADITIONAL SCHEDULE

Grade	Classes		Total Students	Rooms Required
K (a)	2 Classes	@ 25	50	1
1	2 Classes	@ 25	50	2
1/2 (b)	1 Class	@ 25	25	1
2	2 Classes	@ 25	50	2
3	2 Classes	@ 25	50	2
3/4 (b)	1 Class	@ 25	25	1
4	2 Classes	@ 27	54	2
5	2 Classes	@ 27	54	2
5/6 (b)	1 Class	@ 26	26	1
6	2 Classes	@ 28	56	2
	17 Classes		**440**	**16**

(a) Kindergarten with 1/2-day/AM/PM Sessions
(b) Combination-grade classes

Scheduling Example II

K-6 School of 11 Classrooms with 440 Students

4-TRACK YRE SCHEDULE

Grade	Track A	Track B	Track C	Track D	Total Students	Classrooms Required
K *	25	25	25	25	100	2
1/2	25	25	25	25	100	3
3/4	30	30	30	30	120	3
5/6	30	30	30	30	120	3
	110	**110**	**110**	**110**	**440**	**11**

* Kindergarten with 1/2-day/AM/PM Sessions

Scheduling Example III

K-6 Schools of 20 Classrooms with 570 Students

TRADITIONAL SCHEDULE

Grade	Classes		Total Students	Rooms Required
K*	3 Classes	@ 25	75	2
1	3 Classes	@ 25	75	3
2	3 Classes	@ 25	75	3
3	3 Classes	@ 25	75	3
4	3 Classes	@ 30	90	3
5	3 Classes	@ 30	90	3
6	3 Classes	@ 30	90	3
	21 Classes		**570**	**20**

* Kindergarten with 1/2-day/AM/PM Sessions

Scheduling Example IV

K-6 School of 20 Classrooms with 760 Students

4-TRACK YRE SCHEDULE

Grade	Track A	Track B	Track C	Track D	Total Students	Classrooms Required
K*	25	25	25	25	100	2
1	25	25	25	25	100	3
2	25	25	25	25	100	3
3	25	25	25	25	100	3
4	30	30	30	30	120	3
5	30	30	30	30	120	3
6	30	30	30	30	120	3
	190	**190**	**190**	**190**	**760**	**20**

3 Tracks (570 students) always in-session

One track (190) students always on vacation

* Kindergarten with 1/2-day/AM/PM Sessions

Scheduling Example V

K-6 School of 27 Classrooms with 950 Students

- 4-TRACK YRE: 760 Students
- TRADITIONAL: 190 Students

Grade	Track A	Track B	Track C	Track D	Total YRE Students	Traditional Students	Total Students	Classrooms Required
K *	25	25	25	25	100	25	125	3
1	25	25	25	25	100	25	125	4
2	25	25	25	25	100	25	125	4
3	25	25	25	25	100	25	125	4
4	30	30	30	30	120	30	150	4
5	30	30	30	30	120	30	150	4
6	30	30	30	30	120	30	150	4
	190	**190**	**190**	**190**	**760**	**190**	**950**	**27**

* Kindergarten with 1/2-day/AM/PM Sessions

Scheduling Example VI

K-6 School of 21 Classrooms with 440 Students

TRADITIONAL SCHEDULE

- 19 Classrooms for K-6 Classes
- 1 Classroom for Special Education
- 1 Classroom for Computer Lab

Grade	Classes/Classrooms			Classrooms Required	Enrollment
K (a)	25 AM 25 PM	25 AM 25 PM		2	100
1	25	25	25	3	75
2	25	25	25	3	75
3	25	25	25	3	75
4	30	30	30	3	90
5	30	30	15 (b)	3	75
6	30	30	15 (b)	2	75
			K-6 Classes	19	565
			Special Education Class	1	20
			Computer Lab	1	
				21	**585**

(a) Kindergarten with 1/2-day/AM/PM Sessions
(b) Combination 5-6 grade class

Scheduling Example VII

K-6 School of 21 Classrooms with 695 Students

4-TRACK YRE SCHEDULE

- 19 Classrooms for K-6 Classes
- 1 Classroom for Special Education
- 1 Classroom for Computer Lab

Grade	Track A	Track B	Track C	Track D	Classes	Classrooms Required	Enrollment by Grade
K (4)	25 (AM)	25 (PM)	25 (AM)	25 (PM)	K -- 4	2	100
1 (5)	25	25	25		1st -- 3	3	87
1/2 (3)				12/13	1/2 -- 1		
2 (6)	25	25	25		2nd -- 3	3	100
2/3 (3)				12/13	2/3 -- 1		
3 (7)	25	25		25	3rd -- 3	3	100
3/4 (3)			12/13		3/4 -- 1		
4 (8)	30	30		30	4th -- 3	3	115
4/5 (3)			12/13		4/5 -- 1		
5 (9)			30	30	5th -- 2	3	97
5/6 (3)	12/13	12/13			5/6 -- 2		
6 (10)			30	30	6th -- 2	2	86
Students/Track	155 (2)	180	185	165	26	19	685 (1)
Classes/Track	6	6	7	7			
					Classroom for Special Education (11)	1	10
					Classroom for Computer Lab (12)	1	
					TOTAL	21	695

(1) K-6 enrollment of 685 is accommodated with 26 classes in 19 classrooms.
(2) Family track preferences normally create a greater demand on some tracks than others
(3) Tight loading of classes demands the formation of six combination classes.
(4) 4 kindergarten classes, 2 AM and 2 PM will require 2 classrooms.
(5) 3 first grade classes plus the first/second combination class will rotate through 3 classrooms.
(6) 3 second grade classes plus the second/third combination class will rotate through 3 classrooms.
(7) 3 third grade classes plus the third/fourth grade combination class will rotate through 3 classrooms.
(8) 3 fourth grade classes plus the fourth/fifth grade combination class will rotate through 3 classrooms.
(9) 2 fifth grade classes plus the two fifth/sixth grade combination classes will rotate through 3 classrooms.
(10) 2 sixth grade classes will not rotate requiring 2 classrooms.
(11) 1 Special Education class will require 1 classroom.
(12) 1 Computer Lab will require 1 classroom.

"There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things."

Machiavelli

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Practical/Realistic School Capacity: 95% for Traditional Schools; 92% for YRE Schools

A **traditional** elementary school loaded at **95%** of its theoretical capacity has reached its **practical/realistic capacity.**

If all classes in a 4-track YRE school were loaded at a **92%** level of theoretical capacity, such a school would have reached its **practical/realistic capacity.**

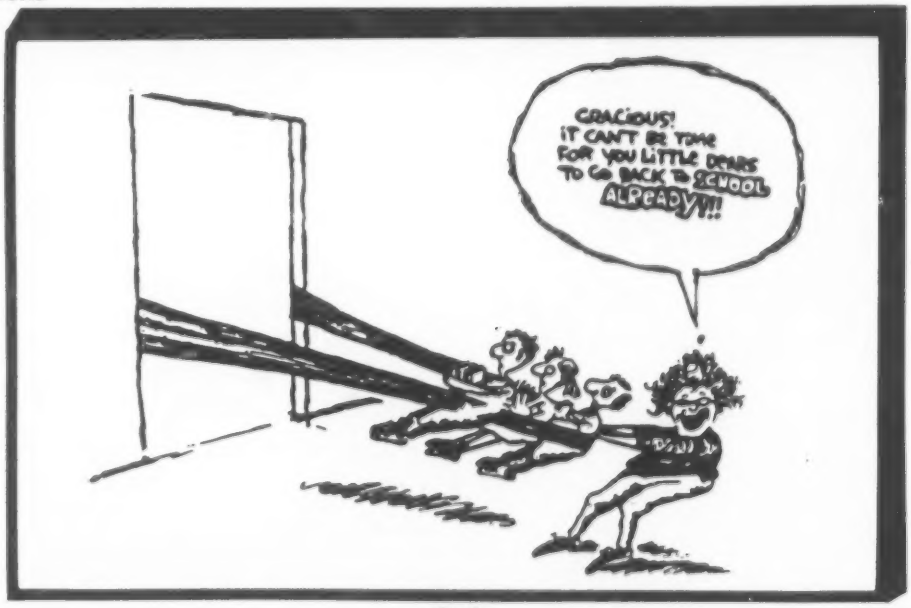
Since there is a greater flexibility in the assignment of students within the traditional-year calendar format, loading classes at **95%** of theoretical capacity is a realistic standard. In a 4-track YRE calendar format, the general pattern is to schedule only one class of each grade level to each of the four tracks. With the requirement to schedule all siblings of a family to a common track, and to allow parents some options in the selection of a preferred YRE track, including other variables which are unique to YRE, it is reasonable to expect a maximum, realistic loading of YRE classes at **92%** of theoretical capacity.

A Practical Consideration: Combination Classes

As we know, students do not come in convenient, numerical units of 30 (or whatever the desired class size may be) for full loading of classes. In actuality, bulges in enrollment at different grade levels create differing class sizes and/or the need for combination classes.

Loading a school to its maximum capacity, often a compelling necessity, may require one or more combination classes. Effective educational practice would suggest that each grade within a combination grade class be as numerically balanced as possible.

Combinations of grades 3 and 4 are generally considered to be more difficult because the curriculum shifts emphasis at grade 4. Also, if a school maintains a split, early-late session program for primary grade classes, a grade 3 and 4 combination will require a schedule adjustment.



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GETTING AMERICA'S SCHOOLS ON TRACK WITH YEAR-ROUND EDUCATION

Few observers of America's educational scene have more succinctly and accurately diagnosed the chronic ills of our schools than **Adam Urbanski**. He recently stated:

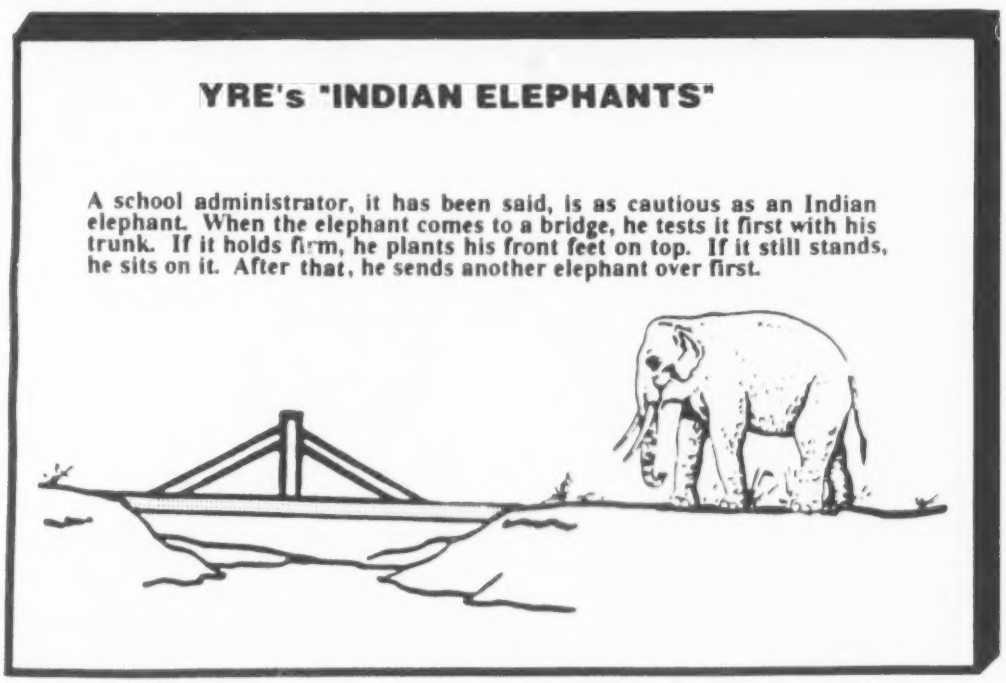
> **"Schools must be restructured because they remain today as they were designed nearly a century ago, when the economic rage was the factory model. The problem with schools is not that they are no longer as good as they once were; the problem is that they are precisely as they always were, but the needs of society and the needs of our students have changed significantly."**

Will Rogers stated the problem even more succinctly:

> **"Even if you are on the right track, you'll get run over if you just sit there!"**

If it can move beyond rhetoric, the President's **America 2000: An Educational Strategy,** with adequate financial resources, has the potential to produce a new generation of American schools -- radically improved, accountable, "break-the-mold" schools.

Just as Charlie Brown must unfold and reset his deck chairs, **our nation's Priority One is getting those "break-the-mold" schools on track** -- and it can do so with educational effectiveness and financial efficiency with **Year-Round Education.**


YRE's "INDIAN ELEPHANTS"
A school administrator, it has been said, is as cautious as an Indian elephant. When the elephant comes to a bridge, he tests it first with his trunk. If it holds firm, he plants his front feet on top. If it still stands, he sits on it. After that, he sends another elephant over first.

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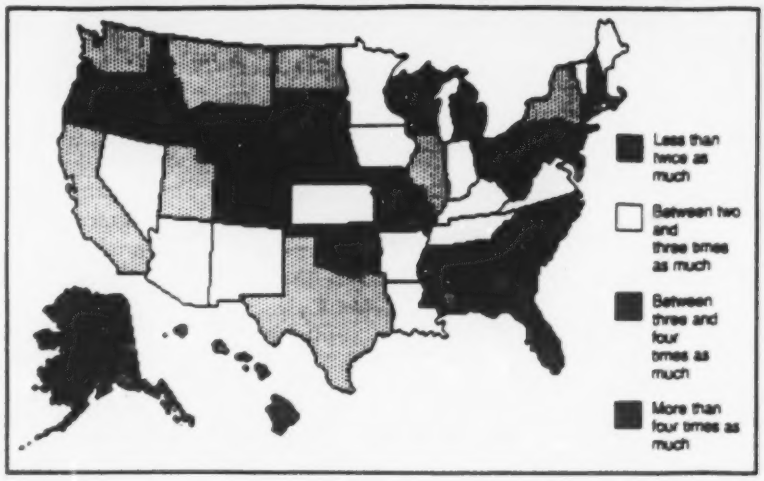
States' School-Spending Disparities


Less than twice as much
Between two and three times as much
Between three and four times as much
More than four times as much

The gulf between the wealthiest and poorest school districts, based on per-pupil expenditures, varies greatly from Delaware, where the wealthiest district spends 1.43 times as much as the poorest, to Texas, where the difference is more than 6.75 times. Actual per-pupil funding levels for districts with at least 50 students range from $22,329 in the North Slope Borough school district in Alaska to $1,975 in the Fortine Elementary school district in Montana. State officials note that funding levels cannot accurately be compared among states, since different factors are used to determine per-pupil funding.

State	High Spending	Low Spending
Alabama	$ 4,773	$2,656
Alaska	$22,329	$5,605
Arizona	$ 8,023	$2,714
Arkansas	$ 5,843	$2,081
California	$11,740*	$2,692*
Colorado	$13,617	$3,740
Connecticut	$ 9,823*	$5,051*
Delaware	$ 6,106*	$4,324*
Florida	$ 5,489*	$3,836*
Georgia	$ 5,246	$2,660
Hawaii	$ 5,337	$5,337
Idaho	$ 7,806	$2,133
Illinois	$14,316	$2,253
Indiana	$ 8,084*	$3,090*
Iowa	$ 7,478*	$3,668*
Kansas	$ 5,830*	$2,609*
Kentucky	$ 5,018*	$2,422*
Louisiana	$ 5,717	$2,714
Maine	$ 7,860	$2,674
Maryland	$ 7,213	$4,284
Massachusetts	$ 8,634	$2,817
Michigan	$ 8,407	$2,491
Minnesota	$10,200*	$3,470*
Mississippi	$ 4,800	$2,506
Missouri	$ 8,336	$2,388
Montana	$10,495*	$1,975*
Nebraska	$10,534	$2,985
Nevada	$10,794	$4,068
New Hampshire	$ 9,554*	$2,899*
New Jersey	$11,820	$3,074
New Mexico	$ 6,067*	$2,544*
New York	$19,238*	$3,127*
North Carolina	$ 5,480	$3,303
North Dakota	$11,743*	$2,086*
Ohio	$11,422*	$3,230*
Oklahoma	$ 9,869*	$2,738*
Oregon	$10,350*	$2,953*
Pennsylvania	$ 9,504	$3,148
Rhode Island	$10,232*	$5,078*
South Carolina	$ 5,045	$3,188
South Dakota	$ 7,426	$2,379
Tennessee	$ 5,163	$2,415
Texas	$14,514*	$2,150*
Utah	$10,252*	$2,504*
Vermont	$ 9,240	$3,399
Virginia	$ 8,371*	$3,700*
Washington	$14,229	$3,375
West Virginia	$ 5,440*	$3,552*
Wisconsin	$13,918*	$3,762*
Wyoming	$15,461	$4,384

* 1990-91 figures; others are for 1989-90.
SOURCE: State education departments.

EDUCATION WEEK · JUNE 17, 1992

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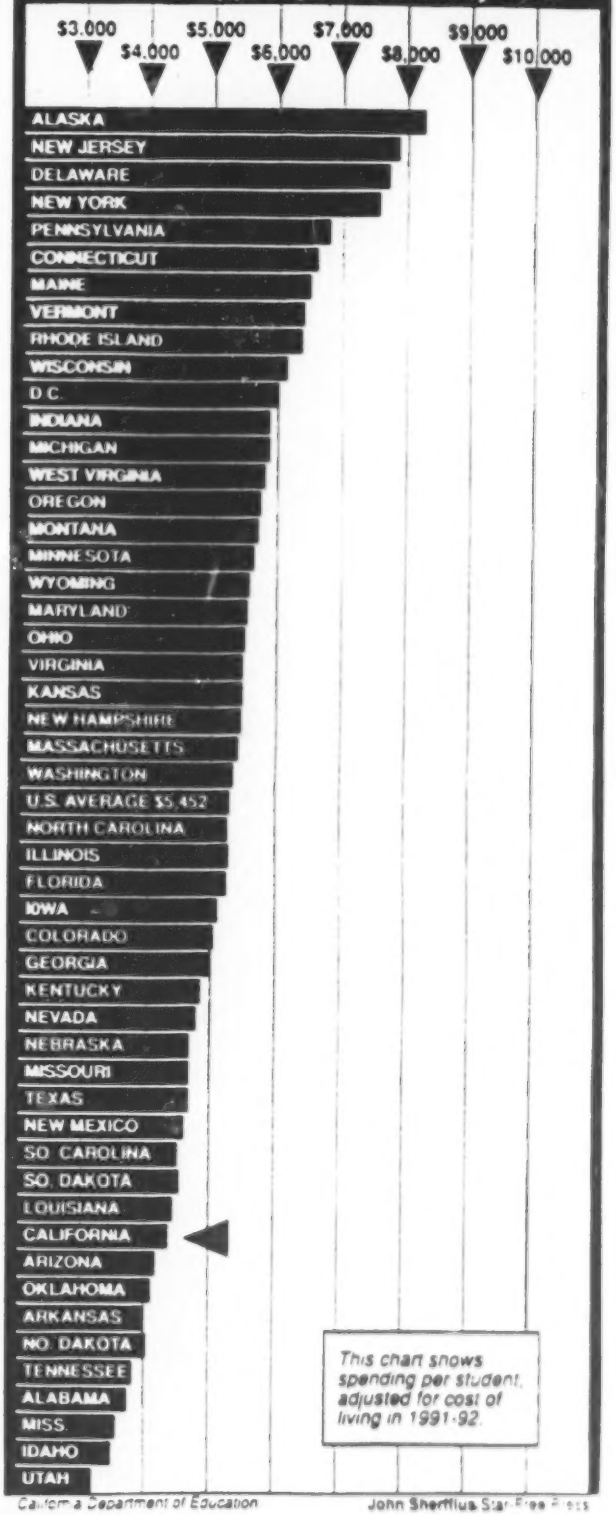
Class sizes in the nation

1	UTAH	23.1
2	CALIFORNIA	23.0
3	WASHINGTON	18.9
4	IDAHO	18.5
5	ARIZONA	18.5
6	MICHIGAN	18.1
7	TENNESSEE	17.8
8	OREGON	17.3
9	MISSISSIPPI	17.1
10	NEVADA	17.0
11	ALABAMA	16.6
12	HAWAII	16.3
13	MINNESOTA	16.2
14	FLORIDA	16.2
15	LOUISIANA	16.1*
16	COLORADO	16.1
	UNITED STATES	15.9
17	SOUTH CAROLINA	15.9
18	INDIANA	15.8
19	MARYLAND	15.8
20	NORTH CAROLINA	15.8
21	ARKANSAS	15.7
22	GEORGIA	15.6
23	KENTUCKY	15.3
24	OHIO	15.3
25	DELAWARE	15.3
26	NEW MEXICO	15.3
27	PENNSYLVANIA	15.2
28	TEXAS	14.8
29	ILLINOIS	14.7
30	NORTH DAKOTA	14.6
31	WYOMING	14.6
32	IOWA	14.6
33	OKLAHOMA	14.6
34	VIRGINIA	14.4
35	WISCONSIN	14.2
36	MISSOURI	14.2
37	NEW HAMPSHIRE	14.2
38	WEST VIRGINIA	14.1
39	SOUTH DAKOTA	14.1
40	MONTANA	14.1
41	ALASKA	14.0
42	MASSACHUSETTS	14.0
43	NEBRASKA	13.9
44	KANSAS	13.6
45	RHODE ISLAND	13.4
46	MAINE	13.4
47	CONNECTICUT	13.2
48	NEW YORK	13.0
49	VERMONT	12.7
50	NEW JERSEY	12.3
51	DISTRICT OF COLUMBIA	11.1

Sun., Nov. 1, 1992 Star•Free Press

Financial support per student by state



California Department of Education John Sheridan Star-Free Press

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Estimated Public School Enrollment, Spending, 1991-92 And 1992-93

	Enrollment		Average per-pupil spending[1]		Average classroom teacher salaries	
	1991-92	1992-93	1991-92	1992-93	1991-92	1992-93
New England	**1,955,274**	**1,962,530**	**$6,288**	**$6,632**	**$38,289**	[2]
Connecticut	482,340	481,717	7,879	8,444	46,971	48,850
Maine	211,589	211,825	5,401	5,692	30,097	30,258
Massachusetts	846,155	846,648	5,842	6,162	37,256	39,245
New Hampshire	177,138	181,197	5,113	5,165	33,170	33,931
Rhode Island	140,915	143,043	6,236	6,328	36,417	37,510
Vermont	97,137	98,100	6,428	6,974	33,646	34,824
Mideast	**6,366,606**	**6,455,138**	**7,447**	**7,471**	**41,101**	[2]
Delaware	102,196	104,321	5,677	5,763	34,548	36,217
District of Columbia	80,618	80,937	7,010	7,043	38,798	38,168
Maryland	736,238	751,850	5,746	5,977	38,728	39,141
New Jersey	1,109,796	1,130,560	8,980	9,192	41,027	43,997
New York	2,643,963	2,670,800	7,695	7,767	43,335	44,600
Pennsylvania	1,692,797	1,716,670	6,922	6,657	38,715	41,580
Southeast	**10,070,011**	**10,229,280**	**4,264**	**4,434**	**29,012**	[2]
Alabama	726,115	726,900	3,454	3,550	26,951	27,490
Arkansas	437,246	440,682	3,537	3,630	27,070	27,598
Florida	1,930,719	1,979,933	4,825	4,846	31,070	31,153
Georgia	1,177,382	1,206,317	4,463	4,669	29,509	30,626
Kentucky	634,098	640,477	4,459	4,636	30,870	31,487
Louisiana	773,869	795,690	4,014	4,231	25,948	26,074
Mississippi	501,577	504,229	3,100	3,323	24,367	24,369
North Carolina	1,092,447	1,106,876	4,543	4,801	28,791	29,367
South Carolina	628,088	632,988	4,177	4,319	28,068	29,151
Tennessee	833,651	845,411	3,467	3,724	28,621	29,313
Virginia	1,014,570	1,032,058	4,714	4,903	31,657	32,356
West Virginia	320,249	317,719	4,903	5,288	27,366	30,301
Great Lakes	**6,962,801**	**6,985,068**	**5,121**	**5,408**	**36,215**	[2]
Illinois	1,848,166	1,859,808	4,592	4,705	36,461	38,576
Indiana	955,651	957,902	4,952	5,350	34,809	37,446
Michigan	1,593,239	1,574,150	5,537	5,736	41,149	43,331
Ohio	1,771,074	1,772,500	5,139	5,576	33,243	34,600
Wisconsin	814,671	820,698	5,666	6,077	35,227	36,477
Plains	**3,058,096**	**3,102,107**	**4,516**	**4,636**	**29,934**	[2]
Iowa	491,363	494,222	4,767	4,963	29,202	30,124
Kansas	445,390	451,520	4,646	4,949	30,731	33,133
Minnesota	766,647	784,280	5,012	5,022	34,451	35,656
Missouri	827,404	838,758	4,010	4,007	28,895	29,410
Nebraska	278,457	281,363	4,393	4,660	27,231	28,718
North Dakota	117,719	118,094	4,209	4,270	24,495	25,211
South Dakota	131,046	133,870	3,966	4,100	23,291	24,125
Southwest	**4,993,734**	**5,129,001**	**4,112**	**4,375**	**25,669**	[2]
Arizona	655,575	672,477	3,835	4,830	31,176	32,403
New Mexico	289,481	294,699	4,146	4,249	26,389	26,355
Oklahoma	588,300	597,100	3,707	3,808	25,339	26,051
Texas	3,460,378	3,564,725	4,231	4,395	29,041	29,935
Rocky Mountains	**1,538,184**	**1,565,634**	**4,018**	**4,106**	**29,618**	[2]
Colorado	593,030	612,635	4,723	4,799	33,072	33,541
Idaho	225,680	231,668	3,464	3,537	26,334	27,156
Montana	155,522	159,749	4,578	4,676	27,590	28,514
Utah	454,218	461,259	2,852	2,952	26,339	26,997
Wyoming	99,734	100,313	5,524	5,583	30,425	30,850
Far West	**6,980,423**	**7,113,153**	**4,787**	**4,837**	**38,659**	[2]
Alaska	118,705	121,922	7,843	8,111	44,718	46,373
California	5,107,145	5,184,000	4,583	4,585	40,192	41,400
Hawaii	174,249	176,923	5,102	5,306	34,528	36,470
Nevada	211,810	222,846	4,494	4,590	33,857	34,119
Oregon	497,600	509,350	5,528	5,754	34,100	35,435
Washington	870,913	898,112	4,910	5,213	34,823	35,870
Total/average	**41,934,060**	**42,550,658**	**$5,058**	**$5,216**	**$34,098**	**$35,334**

[1] *Based on enrollment.*
[2] *Data unavailable.*
Source: National Education Association, "1992-93 Estimates of School Statistics," April 1993.

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June 12,1991 Southern California Edison

DESIGN FOR EXCELLENCE

AWARDS CEREMONY

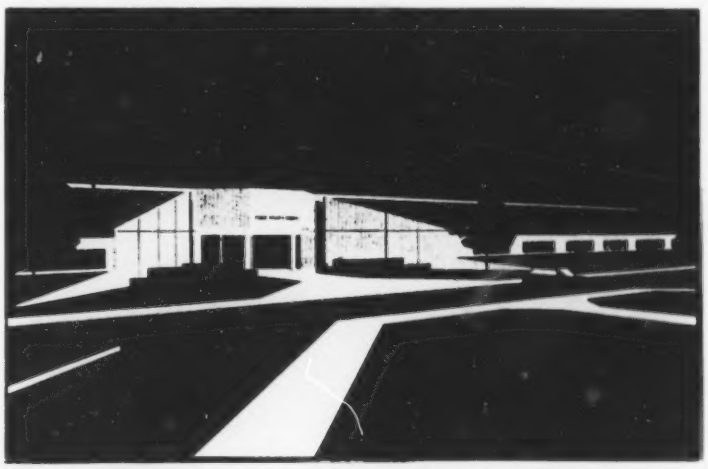
Co-Sponsored by the California Energy Commission

FIRST PLACE AWARD

EMILIE RITCHEN ELEMENTARY SCHOOL
Oxnard, CA

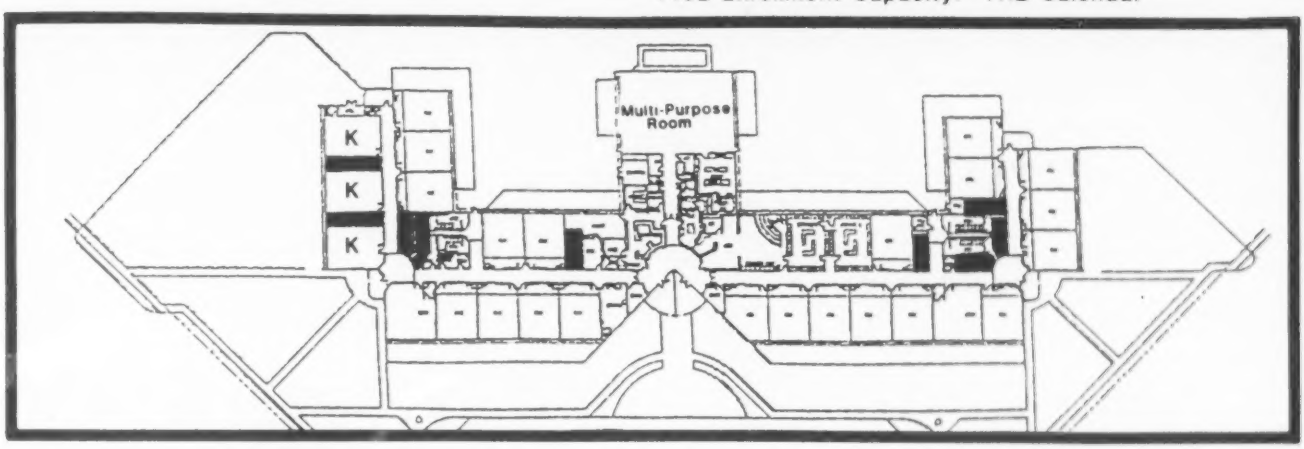
Energy-efficient features:

- Daylighting
- Occupancy sensors
- Thermal energy storage system
- Energy management system



Project Owner	Oxnard School District
Architect	BFGC Architects Planners, Inc
Engineer	Charles Mistretta & Associates
Engineer	Kurily Szymanski Tchirkow
Consultant	Santa Barbara Electrical Design Group
Consultant	TECH 5 Corporation

$8 Million Total Construction Cost
50,878 Square Feet
$157 Construction Cost Per Square Foot
894 Enrollment Capacity: Traditional Calendar
1192 Enrollment Capacity: YRE Calendar



CLASSROOMS
- 21 Grades 1-6
- 3 Kindergarten
- 2 Computer Labs
- 2 Special Day Classes (Special Education)
- 3 Special Use Rooms (Resource Specialist, Testing, Speech Therapy)

Teacher Office/Preparation Rooms

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

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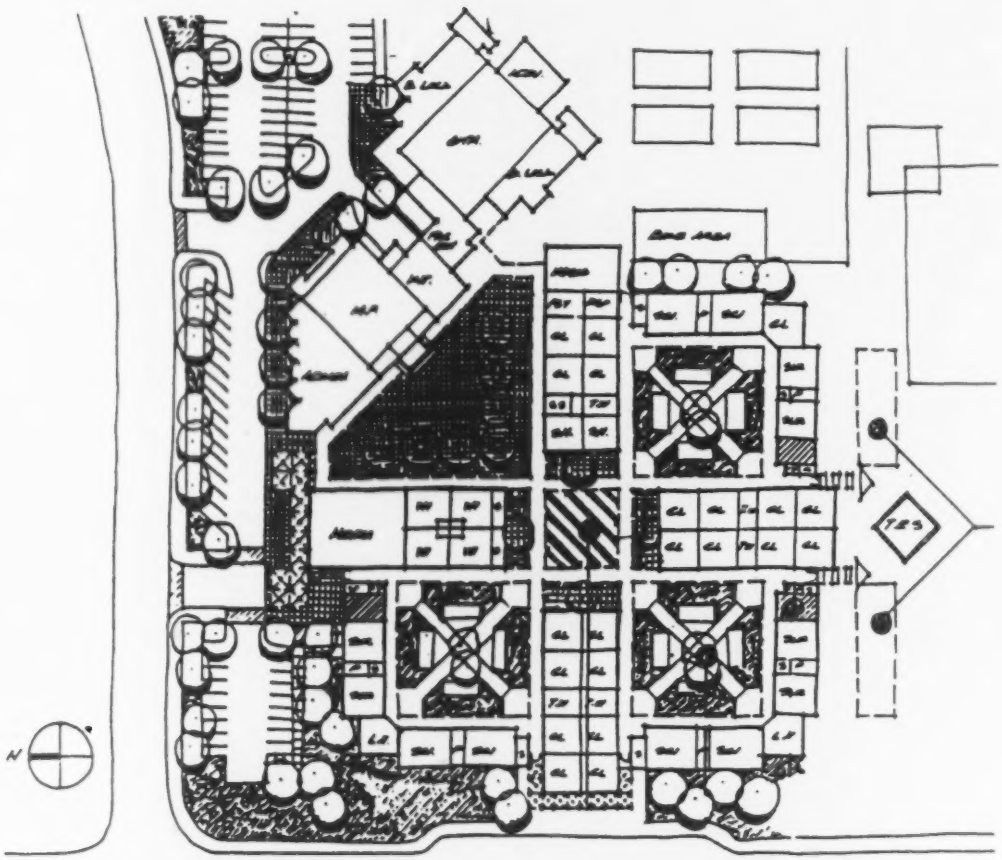
Robert J. Frank Intermediate School



PROJECT OWNER:	OXNARD SCHOOL DISTRICT
ARCHITECT:	LEIDENFROST/HOROWITZ & ASSOCIATES
STRUCTURAL ENGINEER:	BARELLI & ASSOCIATES
MECHANICAL ENGINEER:	D'AUTREMONT-HELMS & ASSOCIATES
ELECTRICAL ENGINEER:	JOHN SNYDER & ASSOCIATES
CIVIL ENGINEER:	LEW HUGHES PARTNERSHIP, INC.
LANDSCAPE ARCHITECT:	LAWRENCE MOSS ASLA & ASSOCIATES
CONSTRUCTION MANAGER:	TECH 5 CORPORATION

- **$16** MILLION ESTIMATED CONSTRUCTION COST, EXCLUDING SITE ACQUISITION COST *
- **28** ACRES APPROXIMATE GROSS SITE SIZE
- **98,012** SQUARE FEET
- **$163.25** ESTIMATED CONSTRUCTION COST PER SQUARE FEET
- **1200** TRADITIONAL-YEAR ENROLLMENT CAPACITY
- **1600** YEAR-ROUND ENROLLMENT CAPACITY

CLASSROOMS

21 Regular Classrooms
24 Special Classrooms
- 1 RSP (Resource Specialist Program)
- 1 Psychologist
- 1 Music
- 1 Multi-Purpose/Gymnasium
- 1 SDC (Special Day Class)
- 1 SH (Severely Handicapped)
- 4 Computer Labs
- 6 Survey Classes
- 6 Science Classes

* 28.13 Acres at $188,411/acre $5,300,000

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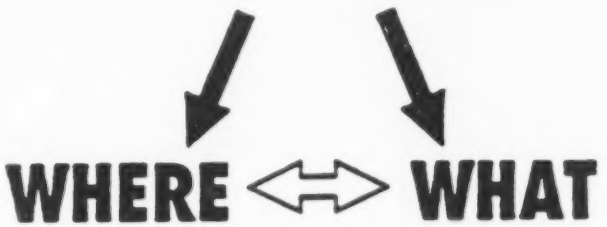
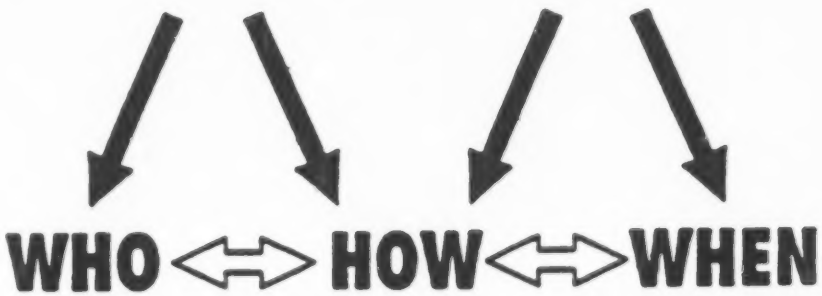
SYSTEMIC REFORM

Reshaping of the System Itself

WHY

Core beliefs will create a commitment to change.





WARNING!

Never underestimate the power of the status quo!

Anytime you make a change, if you make it too quickly and too radically, you're going to get an "equal and opposite reaction".